DOCUMENT RESUME

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TITLE	Communicating Career Education for Rural Appalachia. Annual Report, October 1, 1978, to September 30, 1979.
INSTITUTION	Kentucky Valley Educational Cooperative, Hazard.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
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IDENTIFIERS	*Appalachia: Education Amendments 1974; Kentucky

ABSTRACT

A project was conducted to disseminate career education philosophy, methods, program activities, and evaluation results to career education practitioners and the general public in rural Appalachia. Five major project dissemination tasks were accomplished and evaluated, including (1) visitations to the project and regional schools so that educators could see career education activity in action: (2) a seasonal newsletter: (3) a "how to" guide on correlating career education with the basics: (4) a "how to" guide describing the procedures utilized in community collaboration efforts: and (5) a third "how to" guide which was directed toward how to involve exceptional children in career education activities. The overall objective of the evaluation was to determine the effectiveness of the dissemination project by ascertaining the perceptions of those individuals exposed to the tasks. Questionnaires were mailed to individuals who had visited the project and had recieved project materials. The questionnaire gathered respondent demographic data, individual evaluation of each dissemination task, and a collective evaluation of the relative effectiveness of the various dissemination tasks. Based on an analysis of the data collected, it was concluded that all dissemination activities undertaken were considered effective by the respondents; however, there was a consistency displayed among the various ratings and rankings. The visit was a clear first choice, followed by the guide on the basics. (BM)

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ED183861

ANNUAL REPORT

BEST COPY AVAILABLE

Project Number: 554 A H 70305

Grant Number: G007802025

O.E. Entity Number: 1-610729917-AL

Title of Project: "Communicating Career Education For Rural Appalachia"

Project Director:
Mr. Elwood Cornett, Project Director
325 Broadway, P.O. Box 1118
Hazard, Kentucky 41701

Agency or Institution:
Kentucky Valley Educational Cooperative
325 Broadway, P.O. Box 1118
Hazard, Kentucky 41701

Report Period: October 1, 1978 to September 30, 1979

Date Submitted: December 31, 1979

CE 024 432

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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PROJECT ABSTRACT

Purpose: To "communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and the general public in Rural Appalachia."

Project Number: 1. 554 AH 60656

Grant Number: 2. G 007803025

Nature of Report: 3. Final

Project Title: 4. "Communicating Career Education for Rural Appalachia."

Period Covered By This Report: 5. October 1, 1978 to September 30, 1979

Category of Project: 6. Communications

Project Director: 7. Elwood Cornett

Name and Address of Grantee: 8. Kentucky Valley Educational Cooperative (KVEC)
325 Broadway, P.O. Box 1118
Hazard, Ky. 41701
Phone: 606 439-2311

Major Activities: 9. The project accomplished six (6) major objectives:

a. Communicated practical career education concepts and skills to inexperienced teachers, via workshops in at least five (5) and not more than seven (7) local educational agencies (LEA's) in the Appalachian Region, with at least three (3) being outside Kentucky.

b. Provided openhouse (visitation) for one (1) week during the months of October 23-27, November 13-17, March 5-9, and April 23-27, 1978-79, for visitors primarily from, but not limited to, the Appalachian Region.

c. Published four (4) editions of a seasonal newsletter - fall, winter, spring, and summer - "The Communicator."

d. Provided a reliable correlation of how the "Basics" are strengthened by implementing career education units, career education concepts and/or skills into the existing curriculum. The scope of this study and evaluation were compiled into a "how to" guide.

e. Involved the broader community-business/labor/industry/professional/government/community service/church organizations, and the home/family structure - in a collaborative career education effort in conducting a school festival week. The techniques used in this task were published in a "how to" guide.

f. Developed and published 1,500 copies of a "how to" document on involving the exceptional child in career education activities.

Project Participants: 10. The project directly involved 18,000 students K-6, 9,000 students 7-9, 5,000 students 10-12. There were 1,300 teachers, 35 counselors, 142 administrators, 320 business/labor/industry directly involved and 31,000 parents either directly and/or indirectly involved.

Evaluation: 11. The evaluation consisted of a comprehensive research/evaluation survey conducted by Dr. Clayton Omvig from the University of Kentucky.

Changes and/or Problems: 12. Problems encountered were difficulties in scheduling, especially the out-of-state workshops. Again, as in past years weather conditions closed many schools for periods up to two (2) months. This primarily affected and necessitated changes in the deadline of tasks in which schools were directly involved.

Special Activities: 14. A member of KVEC-C.E. staff served on the Kentucky State Department of Education's Career Education Advisory Council. This provided a close working relationship since the two (2) parties assisted each other in special projects - state conference, inservices, and workshops. The C.E. staff assisted local universities in teaching extension classes for graduate students in career education.

Introduction

The Kentucky Valley Educational Cooperative Career Education Project began as a regional demonstration project in February, 1973, and was funded until June 30, 1976, by the Appalachian Regional Commission through the Bureau of Vocational Education, State Department of Education, Frankfort, Kentucky. Beginning July 1, 1976, this project has been funded by the Office of Career Education, U.S.O.E., "to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public." More specifically, the target area for this project is rural Appalachia.

The Kentucky Valley Educational Cooperative is composed of eleven (11) school systems -- Breathitt County, Hazard Independent, Jackson Independent, Jenkins Independent, Knott County, Lee County, Leslie County, Letcher County, Owsley County, Perry County, Wolfe County, and the area state vocational/technical school -- which are located in the foothills of the Appalachian Mountains.

9. MAJOR ACTIVITIES

There were six (6) major objectives for this project year. Each objective is listed with explanations concerning the degree to which it was attained as well as a delineation of difficulties in the process.

Objective 1: To communicate practical career education concepts and skills to inexperienced teachers, via workshops, in at least five (5) and not more than seven (7) local educational agencies (LEA'S) in the Appalachian Region, with at least three (3) being outside Kentucky.

The procedures utilized in accomplishing this task were:

1. *The criteria was established for selecting the sites of the workshops. These included:*
    - *The site must be nominated by the State Career Education Coordinator;*
    - *Each site selected must be inexperienced in implementing career education;*
    - *Each site must give a reasonable assurance of implementing a Career Education Program after the workshop;*
    - *Each site must be located in a rural area comparable to KVEC;*

- LEA's must show commitment to career education and agree to the following:
    * A written commitment from and a conference with superintendents;
    * Provide a minimum of thirty (30) persons for the workshop;
    * Insure the attendance of the instructional supervisor, guidance counselor, and two (2) principals who are committed - whole-heartedly - to implementing a school-wide career education program, at least one (1) of whom is either a middle school or senior high school principal.
    * A day of planning with key personnel
    * Two (2) days consecutive for the workshop;
    * Provide a facility which is appropriate for conducting a workshop.
- The first three (3) sites outside Kentucky agreeing to and meeting the requirements will be selected.

2. Written communication about KVEC conducting workshops was sent to all school superintendents in the State of Kentucky and to Regional Educational Service Agencies (RESA) Directors and State Career Education Coordinators in the thirteen (13) Appalachian states. This was followed-up by a telephone call to the receipents showing interest.

3. Conditions to be met by each (LEA) were clarified as requested and the general scope of the workshop was explained. A skeleton agenda was mailed to each interested participant for alterations in leiu of local needs. A copy of this agenda is found in Appendix A, page 14.

4. The first five (5) LEA's meeting the guidelines were programmed for the workshops.

5. Experienced classroom teachers from the KVEC area assisted the project staff in conducting the workshops.

6. Workshops were conducted for the following school systems:

   a. Somerset Schools - Somerset, Kentucky;
   b. Erlanger Lloyd Schools - Erlanger, Kentucky;
   c. Rabun County Schools - Clayton, Georgia;
   d. Choctaw, Clay, Oktibbeha, & Webster County Schools - Eupora, Mississippi;
   e. Wetzel County Schools - New Martinsville, West Virginia.

   485 teachers were involved in the above workshops.

Objective 2: To provide openhouse for one (1) week during the months of October 23-27, November 13-17, March 5-9, and April 23-27, 1978 and 1979, for visitors primarily from but not limited to the Appalachian Region.

The procedures used in conducting visitations to the KVEC Area were:

1. LEA's in the KVEC which would be hosting the visits were alerted.

2. Visitors planning a visit to the KVEC could:

   (a) view career education in the classroom.
   (b) visit their counterparts (teacher visit teacher and principal visit principal).
   (c) obtain career education materials produced by the KVEC Project.

3. Invitations and registration forms were mailed to all superintendents in Kentucky, to RESA directors, and State Career Education Coordinators in the Appalachia Region. Copies of the invitation and registration forms are in Appendix B, page 15.

4. As pre-registration forms were received by KVEC, more detailed information, including schools to be visited, time, and a tentative agenda was mailed to the visitor. A list of local motels was included to assist the visitors in finding lodging.

5. The visits were conducted three (3) days of each week listed above. This enabled visitors to visit more than one day and observe different phases of career education. Tuesday, teachers would visit an elementary school to observe the awareness phase, Wednesday, a middle school for exploration, and Thursday, a high school for the preparation phase.

6. Two hundred (200) visitors, primarily from the State of Kentucky, visited the KVEC-C.E. Project during 1978-79. Each visitor received copies of career educational materials produced by the KVEC Project.

Objective 3: To publish a seasonal newsletter, "The Communicator."

The process used in publishing the Fall, Winter, Spring, and Summer edition of "The Communicator" was:

1. News articles dealing primarily with career education activities were solicited from schools within the KVEC Area and the Appalachian Region. Because of the close working relationship with the teachers, they supplied most of the news articles.

2. Approximately 3,000 copies of each issue of "The Communicator" were mailed to educators and community/business persons throughout the Appalachian Region. Of the many methods used by the KVEC Project to communicate career education, the newsletters appears to be one of the most effective and least expensive. A copy of the four (4) editions of "The Communicator" are found in Appendix C, page 16.

Objective 4: To provide a reliable correlation of how the "Basics" are strengthened by implementing career education units, career education concepts and/or skills into the existing curriculum.

The procedures followed in performing this task were:

1. A career education group from four (4) LEA's, consisting of approximately one hundred (100) students were selected from grades three (3), five (5), and ten (10) to serve as the experimental group.

2. A non-career education group, as similiar to the career education group as possible, was selected to serve as the control group.

3. The two (2) groups of students were pre-tested using the California Comprehensive Tests of Basic Skills (CTBS).

4. *Teachers of the experimental group exposed their students to:*

   - *At least one (1) career education unit each semester.*

   - *Career Education methods, concepts and/or skills.*

   - *The applicability of subject matter to the world of work.*

   - *The career education concepts that reinforce "Back to the Basics".*

5. *Each group of students was post-tested utilizing the CTBS.*

6. *The tests were scored by the State Department of Education and a data analysis was done by Dr. Clayton Omvig of the University of Kentucky, to show the correlation of each group in the acquisition of the basic skills.*

7. *A "how to" document, containing the procedures and research data, was written and 1,500 copies were published for dissemination. A copy of this document, "How To" Correlate Career Education to The Basics", is in Appendix D, page 17.*

Objective 5: To involve the broader community-business/labor/industry/professional/government/community service/church orgainizations, and the home/family structure - in a collaborative career education effort in conducting a school festival week.

The process used in accomplishing this task was:

1. *Fifteen (15) members of the broader community were represented on a collaborative council.*

2. *These members were composed of representatives from business, labor, professionals, government, church, parents, and students.*

3. *The council was responsible for:*

   - *Formulating policies for a school festival week;*

   - *Planning, operating, and evaluating a school festival week which was held in April, 1979;*

- Assisting classroom teachers with infusing the concepts of free enterprise, organized labor, and community resource utilization into the effort; and
- Assisting the Project staff with writing a document entitled, "How to Collaborate With The Broader Community in Developing an Effective Career Education Program."

4. The festival week activities coincide with the visitation dates in April, 1979.

5. A document, "How To Involve The School and Broader Community in a Collaborative Career Education Effort", was written on this task and 1,500 copies published for dissemination. This document is Appendix E, page 18.

Objective 6: Develop and publish 1,500 copies of a "how to" document from eight (8) to twelve (12) pages on involving the Exceptional Child in career education activities.

The process used in this objective included:

1. Local career education coordinators from the KVEC area, with experience or presently working with the exceptional child, drafted the document.

2. The draft was revised by the regional career education staff.

3. This revised draft was sent to printers for a dummy layout.

4. The dummy layout was submitted to our project monitor for final revision.

5. 1,500 copies of the document were printed for dissemination. A copy of the document is Appendix F, page 19.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see *NOTE* above) WHO ARE	RACE/ETHNICITY *(all Participants including Handicapped, Gifted and Talented, and Low Income)*						OF THE TOTAL *(column (6))* NUMBER WHO ARE			OF THE TOTAL *(column (6))* NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE *(1)*	ASIAN OR PACIFIC ISLANDER *(2)*	BLACK/ NEGRO *(3)*	CAUCASIAN/ WHITE *(4)*	HISPANIC *(5)*	TOTAL *(sum of columns (1) through (5))* *(6)*	HANDI-CAPPED *(7)*	GIFTED AND TALENTED *(8)*	LOW INCOME *(9)*	MALE *(10)*	FEMALE *(11)*
STUDENTS											
ELEMENTARY *(K-6)*			110	17,894		18,004	380	112	1,872	8,706	9,298
MIDDLE/JUNIOR HIGH *(7-9)*			90	8,910		9,000	185	60	496	4,254	4,746
SENIOR HIGH *(10-12)*			81	4,919		5,000	130	34	432	2,322	2,678
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS *(non-matriculated)*											
SUB-TOTAL			281	31,723		32,004	695	206	2,800	15,282	16,722
EDUCATIONAL PERSONNEL											
TEACHERS			5	1,300		1,305				586	799
COUNSELORS			0	35		35				18	17
ADMINISTRATORS			0	142		142				118	24
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY			0	320		320					
PARENTS			10	350		360					
OTHER *(specify)*											
TOTAL			296	33,870		34,166					

OE FORM 467, 2/76

11. Evaluation

The evaluation of the major tasks consisted of a research/evaluation survey conducted by Dr. Clayton Omvig, College of Education, University of Kentucky, Lexington, Kentucky, with assistance from the KVEC career education staff. This research/evaluation survey sought to identify the "differential effectiveness" of each of the six (6) major communication tasks. The study wished to establish which of the objectives were most effective in motivating educators to try career education.

The instrument was mailed on September 7, 1979 to all participants who visited the project during 1978-79. Ninety-six (96) follow-up instruments were mailed to non-respondents on November 7, 1979. Fifty-two (52)% of all participants responded to the survey.

The KVEC project staff coded the information for the computer. Dr. Omvig ran a computer analysis of the data and his full report is found in Appendix G, page 20. Omvig's report includes research design, instruments, and data collection plans and activities.

12. Changes and/or Problems

Some of the problems and changes encountered by the Kentucky Valley Educational Cooperative during the year were:

1. Using the State Career Education Coordinator as a contact person to arrange the out-of-state workshops instead of contacting the local system slowed the confirmation dates. Many school systems plan their workshops 6 to 8 months in advance and had their inservice days scheduled before contact was made. This necessitated a change in the follow-up procedure for the workshops.

2. The visitors coming to KVEC were primarily from the State of Kentucky. This is a trend of past years, even though, effort has been made to draw educators from outside the state. Time, travel, and expense involved were main reasons cited by educators outside the KVEC area for not visiting.

3. Since correspondence by mail was our primary means of communication, our progress was slowed or dates changed for completing and disseminating written materials.
   Maintaining a current address for some of our recipents of printed materials was a constant up-date and slowed mailing of some materials.

4. The classification of students on the "Basics" task was changed from four (4), eight (8), and eleven (11), to three (3), five (5), and ten (10), in order for the evaluation to correspond with the Kentucky State Departments competency testing program.

5. Due to inclement weather, some schools were closed for two (2) months within the KVEC area. This slowed the completion dates of tasks, especially where schools were directly involved.

13. Dissemination Activities

Each of the major objectives of this project was concerned with dissemination because of the intention of the project to communicate through various ways and means the successes of career education in the Kentucky Valley Educational Cooperative.

Approximately 3,000 copies of each issue of "The Communicator" were disseminated to educators, business/community persons throughout the Appalachian Region.

Each visitor to the Kentucky Valley Educational Cooperative during the 1978-79 project year received a complete set of materials produced by this project.

Each educator attending a workshop conducted by the Kentucky Valley Educational Cooperative received a complete set of materials produced by the project.

Each school within the KVEC area received materials for their library and many teachers requested and received personal copies of printed materials.

Several schools and the Kentucky Department of Education requested additional copies of the "how to" guides.

The regional staff served as resource persons for elementary, high school, and college classes and were guest speakers for several civic clubs.

14. Special Activities

The regional staff served on the Kentucky State Career Education Advisory Council. This involved assisting the Department of Education with their career education plan, conference, and in-services.

Special efforts were made to reduce sex/role sterotyping in the printed materials. This created a need for a cross section of personnel to review our "how to" documents.

Assistance, when needed, was always available from our project monitor. This helped enable the project staff to complete all printed materials free of biases.

OMB APPROVAL NO. 29-R0224

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: "U.S. Office of Education (OCE)."

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: G 007802025

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION:
Kentucky Valley Educational Cooperative
325 Broadway, P.O. Box 1118
Hazard, Kentucky 41701

4. EMPLOYER IDENTIFICATION NO.: 1-61-0729917-A1

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.: 554AH80592

6. FINAL REPORT: ☒ YES ☐ NO

7. BASIS OF REPORT: ☒ CASH ☐ ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 10 | 01 | 78 TO 09 | 30 | 79

9. REPORT PERIOD (Month, Day, Year): FROM 10 | 01 | 78 TO 09 | 30 | 79

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1)	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	66,684.02						
b. Total program outlays this period	83,315.98						
c. LESS: Program income credits							
d. Net program outlays this period	83,315.98						
e. Total program outlays to date	150,000.00						
f. LESS: Non-Federal share of program outlays	- 0 -						
g. Total Federal share of program outlays	150,000.00						
h. Total unpaid obligations	- 0 -						
i. LESS: Non-Federal share of unpaid obligations	- 0 -						
j. Federal share of unpaid obligations	- 0 -						
k. Total Federal share of outlays and unpaid obligations	150,000.00						
l. Total Federal funds authorized	150,000.00						
m. Unobligated balance of Federal funds	- 0 -						

13

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
☐ PROVISIONAL ☒ FINAL
☐ PREDETERMINED ☐ FIXED

b. RATE:
c. BASE:
d. TOTAL AMOUNT:
e. FEDERAL SHARE:

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME / TITLE: Elwood Cornett, Director

TELEPHONE: AREA CODE 606 NUMBER 439-2311 EXT.

SIGNATURE OF AUTHORIZED OFFICIAL: Elwood Cornett

DATE REPORT IS SUBMITTED: December 31, 1979

HEW-401T

APPENDIX A

Agenda for Out-of-State Workshops

Tentative Agenda
For
Career Education Workshop

June, July, August or September, 1979

Day One

9:00 A.M.	Registration and Pretest...
9:30 A.M.	Introduction and Opening Remarks ...Superintendent
9:45 A.M.	Overview of Workshop.
9:55 A.M.	What Career Education can and cannot do.
10:15 A.M.	Break
10:30 A.M.	Slide/Tape Presentation of Kentucky Valley Educational Cooperative-Career Education Program.
11:00 A.M.	Introduction to Seven Career Education Concepts and Ten Methods used by Kentucky Valley Educational Cooperative-Career Education.
11:30 A.M.	Introduction to Infusing Career Education into the classroom by utilizing The Unit/Activity Method.
12:00 Noon	Lunch (On your own)
1:00 P.M.	Break into groups, depending on the classification of participants.
	K-3 Group 1
	4-6 Group 2
	Math & Science Group 3
	English, Speech, Language Group 4
	Social Studies Group 5
	Principals, Counselors, & Librarians Group 6

During group sessions, participants will demonstrate increased knowledge in the following:

(1) Unit writing.

(2) Activities vs Unit Method.

(3) "How to" prepare Career Education games and bulletin boards.

(4) Techniques and methods utilized to infuse career education into the academic classroom.

(5) Job clusters and job families.

(6) Career education concepts and skills.

3:00 P.M. . . . . Adjourn

Day Two

9:00 A.M. . . . . Announcements &

9:30 A.M. . . . . Film

10:00 A.M. . . . . Break

10:10 A.M. . . . . Return to initial groups.

12:00 Noon . . . . Lunch (On your own)

1:00 P.M. . . . . Groups continued.

2:00 P.M. . . . . Dissemination of career education materials developed by Kentucky Valley Educational Cooperative-Career Education Program.

2:30 P.M. . . . . General wrap-up

2:45 P.M. . . . . Post-test

3:00 P.M. . . . . Adjourn

OBJECTIVES:

(1) To communicate practical career education methods, activities, and concepts and/or skills to classroom teachers.

(2) To provide teachers with "how to" documents, career education units, and career education concepts and skills produced by Kentucky Valley Educational Cooperative-Career Education Program.

LEARNER OUTCOMES:

(1) As a result of attending a two (2) day workshop 90% of the teachers will show significant positive gain in attitudes, skills, and knowledge of career education as measured by the Career Education Information Inventory on a pre-post test design.

(2) Seventy-five per cent (75%) of the participants will demonstrate skills in implementing career education materials directly or indirectly into their classroom developed from the workshop by the end of 1979.

APPENDIX B

Letter of Invitation

KENTUCKY VALLEY EDUCATIONAL COOPERATIVE

CAREER EDUCATION PROGRAM
Post Office Box 1118
HAZARD, KENTUCKY 41701
Phone: 606/439-2311

October 1, 1978

Dear

The Kentucky Valley Educational Cooperative (KVEC) is providing a visitation which will enable educators of all grade levels to observe career education in the KVEC region.

Each visit will begin with an orientation meeting with the regional staff at 9:00 a.m. The meeting will include an "overview" of the KVEC career education program; a slide-tape presentation; and a question and answer session.

During the visit, participants will meet the local career education coordinators and other key people in the program in each local educational agency; obtain an "overview" of the schools' career education program; and visit classrooms to see career education in action.

With the conclusion of the day -- approximately 3:00 p.m. -- each visitor will receive materials that have been completed and will be placed on the mailing list to receive other career education materials as they are published by the Kentucky Valley Educational Cooperative.

The visitation dates are as follows:

1. Tuesdays -- October 24 and November 14, 1978 will be devoted to visitors who are interested in the awareness phase.

2. Wednesdays -- October 25 and November 15, 1978 will be devoted to visitors who are interested in the exploration phase.

3. Thursdays -- October 26 and November 16, 1978 will be devoted to those who are interested in the preparation phase.

Enclosed you will find a registration form which needs to be completed and returned to the address below at least two (2) weeks prior to date on which you wish to visit. This will enable us to make appropriate arrangements and furnish you with additional details.

Mr. Hargus Rogers
Kentucky Valley Educational Cooperative
325 Broadway, P.O. Box 1118
Hazard, Kentucky 41701

Sincerely,

Hargus Rogers

Hargus Rogers
Career Education Coordinator

HR:jcp

Enclosure

KENTUCKY VALLEY EDUCATIONAL COOPERATIVE

CAREER EDUCATION PROGRAM
Post Office Box 1118
HAZARD, KENTUCKY 41701
Phone: 606/439-2311

January 4, 1979

Dear

The Kentucky Valley Educational Cooperative (KVEC) Career Education Program has been actively involved in demonstrating and disseminating career education principles and techniques since 1973. One of the ways we have shared our ideas with others is through an openhouse (visitation) program. During this time administrators and teachers come to our region and visit within the classroom and observe first hand how we have implemented career education.

Once again, we are providing an opportunity for educators to visit schools in our region, meet with the teachers/principals/students, and receive career education materials published by the project. Perhaps, you might want to send some of your staff to visit us. If so, would you please pass this letter to the appropriate person.

Enclosed are registration forms which need to be completed and returned at least two (2) weeks prior to the date which you wish to visit. This will enable us to prepare an agenda which will more specifically meet your needs and furnish you with additional details.

The visitation dates are listed below:

(1) March 6 and April 24, 1979 for the Awareness Phase (Grades K-6).

(2) March 7 and April 25, 1979 for the Exploration Phase (Grades 7-8).

(3) March 8 and April 26, 1979 for the Preparation Phase (Grades 9-12).

I'm thanking you in advance for your cooperation.

Sincerely,

Hargus Rogers

Hargus Rogers
Career Education Coordinator

HR:jcp

Enclosure: Registration form

REGISTRATION FORM

Career Education Visitation
Kentucky Valley Educational Cooperative
325 Broadeay, Box 1118
Hazard, KY 41701

January 4, 1979

NAME: ____

PHONE: SCHOOL ______________ HOME ________________

ADDRESS: ____

POSITION: (If you are a teacher, give specific grade level and/ or subject you teach).

____

SCHOOL SYSTEM: _____________________________________

Date you intend to visit:

March ___ 6 ___7 ___8, 1979.

April ___ 24 ___25 ___26, 1979.

Other Interest ______________________________________

APPENDIX C

"The Communicator"

CAREER
EDUCATION'S

SPONSORED BY
THE KENTUCKY
VALLEY
EDUCATIONAL
COOPERATIVE

The Communicator

Volume 4 – No. 1 Fall, 1978 Hazard, Kentucky 41701

Jackson Has Off-Campus Work Program

"It's getting a taste of the world of work before they actually face it," says Seldon Short, Jackson City School's Career Education Coordinator. This is the fourth year in which seniors have been offered the opportunity to work away from the campus for a two hour period each day for a four week period.

Students have been assigned work stations in a variety of places. These include banks, doctors' offices, day care centers and coal companies.

Some positive aspects of the program include better public relations with the business community and later, job opportunities for the student. There is emphasis on reporting to work on time, human relations skills and proper dress for the job. The business community has praised the program and approximately fifty percent of the senior class has participated during the four year life of the project.

Mike Griffith enjoyed his four weeks in the warehouse at Falcon Coal Company at Jackson. Ken Back, warehouse supervisor, praised young Griffith for reporting on time and carrying out instructions. Among other things, Mike learned to fill orders for needed replacement parts.

There is no pay involved and no obligation to hire. The student is expected to be treated as an employee and do actual work. The employer does fill out a one page evaluation of the student's work. This is used to determine the grade for the student during the time away from the classroom.

COAL COMPANY, INC

Mike Griffith before the Falcon Coal Company entrance sign

Left Mike inspects a V-belt with Ken Back of Falcon Coal Company

Right – Mike is congratulated by Mr. Braxton Mullins, company Vice-President and General Manager

OPENHOUSE

The Kentucky Valley Educational Cooperative (KVEC) Career Education Program will conduct visitations during March 5-9 and April 23-27, 1979. The visits are for all interested persons in the Appalachian Regional Commission Area (ARC) and/or any other persons who have an interest in career education.

The visitations will consist of the following:

- **An "overview" of the Kentucky Valley Education Cooperative Career Education Program.**
- **A slide-tape presentation of career education the KVEC area.**
- **A question and answer session.**
- **A meeting with local career education coordinators and other key people in the program, in each LEA.**
- **An "overview" of the LEA's Career Education Program.**
- **A visit to the classrooms—all grade levels—to see career education in action.**
- **Dissemination of career education materials published by the KVEC Career Education Program.**

If interested in the visitation, WRITE or CALL: Hargus Rogers, Kentucky Valley Educational Cooperative, P.O. Box 1118, Hazard, Kentucky 41701, 606 / 439-2311.

Back to Basics Via Career Education Underway in KVEC

One of the objectives of the Kentucky Valley Educational Cooperative Career Education Project for 1978-79 states:

> *To provide a reliable correlation of how the "Basics" are strengthened by implementing career education units, career education concepts and/or skills into the existing curriculum. It is anticipated that ninety percent (90%) of the career education students compared to the non-career education students will show a higher achievement in the "Basics" (English, Mathematics and Reading), using the California Comprehensive Tests of Basic Skills (CTBS) on a pre-post test design. It is anticipated that ninety-five percent (95%) of the respondents to "Omvig's Survey" will rate this objective in the upper quartile on a least four (4) of the five (5) criteria for judging the effectiveness of the objectives when tasks for '76-77, '77-78 and '78-79 are pooled and compared.*

Thus far the KVEC-CE has accomplished the following:

- Secured the services of Dr. Clayton Omvig of the University of Kentucky in setting up and monitoring the program. He will also process and analyze the

Continued on page 2

Edith Pack, Debbie Combs, Maria Edwards, and Linda Noe brainstorm with Martha Turner in an orientation session for "Back to the Basics Thru Career Education."

Editorial Comments:

KVEC-CE Emphasizes "Back to Basics"

What's new about this? Nothing really. For KVEC-CE has always maintained that Career Education is simply a vehicle for getting the job done better. "Job" means, of course, educating students for a productive and meaningful life and part of this life, a major part, is a career(s); therefore, it makes sense to have a strong "connection" between the curriculum of the school and where the careers are – the world of work.

But there are those who feel that career education weakens the basics. They see children enjoying learning: making puppets, playing store, simulating a newspaper staff, visiting a state park, constructing transportation exhibits, combing hair, talking on a telephone, interviewing a banker. And, the conclusion that is often drawn is that the teacher and students are simply "playing around." Then when a national study shows that achievement scores of students is on the decline, "playing around" in career education is one of the easiest elements in the curriculum to blame. (Most would probably say television is the greatest single cause of the decline in achievement scores, but the control of students viewing is difficult to handle). Thus, Career Education has its fair share of critics.

And KVEC-CE would be the first to admit that if students simply make puppets, play store, simulate a newspaper staff, etc. then Career Education should be dragged to the guillotine. But there is much, much more that occurs in the teaching/learning process in career education. Please consider the following:

- One student made 102 words out of "Planetarium" which came from a unit on Career Education.
- The vocabulary turkeys that cause students to learn new words and duties of careers at the same time.
- The spelling baseball game that features words from a unit on oceanography.
- The reading impetus given students through a unit on the library.
- The use of percentages to project the income of a chosen career three to four years in the future when the students will be entering the careers.

But the ironclad traditionalist probably wants more definitive proof that Career Education is effective in teaching basics, and that is the reason that KVEC-CE is conducting an experimental study this school year to determine the extent to which Career Education hinders or helps the teaching of the basics.

* * *

Some say that a school can only have an effective career education program when a principal develops with the teachers a school-wide plan for Career Education. Teachers in isolation cannot do effective Career Education.

* * *

Do the most effective teachers in a local education agency do Career Education? Let us hear your comments on these and other issues.

Jenkins Involves Community Through Collaborative Effort

The Jenkins School System is involving the broader community on a collaborative council that will be composed of representatives from *business, labor, professionals, government, church, parents, and students.*

The collaborative council will assist the school system in: formulating policies for a school festival week; planning, operating, and evaluating a school festival week to be held in April, 1979; infusing the concepts of free enterprise, organized labor, and community resource utilization into this effort; documenting "How To Collaborate with the Broader Community in Developing an Effective Career Education Program."

Students, parents and community leaders will be actively involved through various activities. They include: career education units, projects and demonstrations, spelling and math contests, community beautification, student radio program, parent-teacher-student exchange (parent, student becomes a teacher for a day), and work experience for students in the local businesses.

Visitations will be scheduled in April, 1979, allowing educators an opportunity to visit during the festival week and observe the activities in progress.

Home-School work program working well

Is each succeeding generation softer physically and mentally? Do your children "have it too easy"? Has American society grown flabby and out-of-shape due to sedentary occupations, excessive television viewing, and the lack of physical exercise?

Many in our society would answer in the affirmative to the above questions and proceed to reminisce about their physical exploits when young, albeit with a touch of hyperbole. Although some have negative reactions to their work responsibilities when young, many reflect positively on having had to work to survive and wish that they could offer the same opportunity to their children.

But what can one offer meaningfully to children when they live in a house on a 150' by 100' lot; over half of which is canopied by the house; a patio covers an additional 878 square feet; and grandparents who live nearby think you are abusing their darlings when it is suggested that perhaps the eldest at sixteen might not be irreparably damaged if he were required to carry out the garbage twice per week?

Jackson City Schools, under the leadership of Seldon Short, the career education coordinator, has developed a program aimed at teaching work responsibility which involves the student, parent(s), and teacher. Simply, the triangle agree on a work responsibility for a six weeks period and the student performs the task under the supervision of teacher and parent(s). Students are evaluated on punctuality, neatness, consistency of performance, acceptance of responsibility, and enthusiasm while performing the task. Journals are kept and notes are compared during the final evaluation. Students receive a certificate of completion during Honors Day.

The program has been evaluated by three methods. Student participants were pre and post-tested; the *Minnesota Affective Assessment Questionnaire for Career Education* was used for grades K-6 and the *Career Maturity Inventory* was administered for grades 7-12. The design of the research, analysis of data, and the written report were done by Dr. Clayton Omvig of the University of Kentucky. In general the research showed that the pilot group made significant improvement in their performance on the test instruments when compared to the control group: "The pilot group responded correctly to significantly more items than did the control group. The Chi Square value of 14.32 was significant beyond the 95 percent level of probability that the group differences were due to chance." The complete research report is available on request.

Teachers and parents also evaluated the program via a locally developed instrument that asked the participants to rate on a scale of from 1-5 such criteria as "Parent and student worked together on project"; "Students attendance improved"; and "Students performed task regularly." In general the evaluation was positive.

Finally, the program was evaluated by informal feedback and interest. The feedback was most encouraging. Students and parents asked during the succeeding school year (1978-79) when the "work program" was going to begin again.

The fact that this program on home involvement is being replicated without any formal programmatic push (Home involvement is not an objective formally for either the regional career education project nor the local program of Jackson City Schools) attests to its acceptance by the clientele.

Margaret Eslinger discusses son Robert's work responsibility with teacher, Jane Goff.

BACK TO BASICS

Continued from page 1

data as well as assist in the writing of the research report.

- Selected three third grade teachers from three local education agencies, two fifth grade teachers from two LEAs, three tenth grade teachers from three LEAs, and two tenth grade math teachers from two LEAs to be in the experimental group.
- Tested tenth grade students in the experimental group using Form Q of the California Test of Basic Skills.
- Pre-tested tenth grade students in the control group, using, of course, the same test.
- Begun units and emphases with the experimental group.

Still to be accomplished with this objective are:

- The teaching of career education units and emphases in the Spring.
- The post-testing of both groups (The Kentucky Statewide Testing Program will test the grades listed above in April, 1979, and this data will be used for the purposes of this study).
- Process and analyze the data, write a report, and develop a "How To" document.

This objective is one of the major thrusts of this year's career education program.

Documentation in Career Ed

Editors Note:

Do you wish that you had a better way of documenting permanently career education efforts in your LEA? Would you like to be able to give a succinct overview of your career education program for visitors in a controlled setting? Owsley County Schools has and can do both. Following is their story.

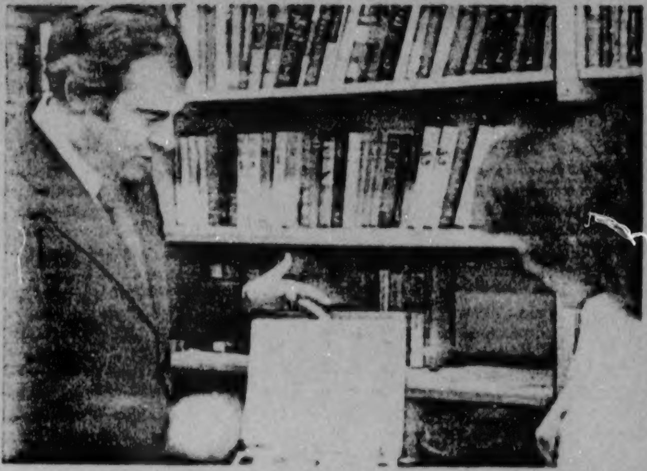
In order to adequately document the on-going activities in career education we began making polaroid pictures and clipping articles from the local newspaper. Scrapbooks were filled with accounts of interesting and rewarding learning experiences. These we proudly displayed for visitors and observers to our schools.

Then, we began making slides. Slowly and carefully we proceeded with filming some of the career education activities with the films being commercially processed. Then, coupling local talent with Title IV-B funds we developed a "dark room processing lab" and purchased the essential equipment for not only photography but also for processing films and recording the many potentially valuable experiences in career education which are being shared with classmates, parents, community and with teachers/educators both within and outside the school district.

Teachers were asked to notify the librarian, Betty Gabbard, when they had a career education unit going which they would like to have photographed. She took the pictures and mounted the slides. Teachers and students wrote a one page narrative of the unit which was filed with the slides in a notebook that is kept in the library.

The dark room is becoming a learning center where staff and students alike study photography and photo developing. An adjacent work space is a laboratory for script writing and recording. The music department is enthusiastically assisting by setting the slides/tapes to music.

Not only is this effective documentation but also it is motivational as well, because most all teachers and students want their units recorded, especially when the slide-tape is shown as the "Career Education Program of Owsley County Schools."



Mr. Dale Callahan, principal of Owsley County High School, looks at the Career Ed documentation notebook with Linda Bishop, a student.

"HOT UNITS"

Fleming-Neon Grade School

Mrs. Freeda Lucas' fourth grade class has completed a unit on Banking, "World of Money." Children learned the basic operations of a bank. Guest consultants or resource people, Mrs. Janet Tucker and Virginia Morgan, came to Fleming-Neon Grade School and discussed business transactions and operations of the First Security Bank in Neon. Different kinds of accounts: mortgages, loans and the passing of counterfeit money were discussed.

Students were taken to the bank and given a tour of it. They were shown safety deposit boxes and the bank vault. The everyday operation of the teller handling money was witnessed.

After the bank tour, they returned to school and set up their own bank at school. President, vice president, cashiers, and tellers were selected. Remaining students served as the general public to demonstrate the everyday functions of a small town bank.

Vocabulary lists, related reading material, computational skills, and letter writing were stressed during the unit.

Colson School

Mr. Bill H. Whitaker's sixth grade class at Colson School has completed a unit, "The Supermarket." Consumer Education and Career Education were fused into one unit emphasizing price control and economy in the supermarket. Children were enthusiastic.

Mrs. Shirley B. Sexton's seventh grade class at Colson School has been fusing 4-H and Career Education activities. Ann Bradley, County Extension Home Demonstration Agent, and Mr. Paul Morris, County Extension Agent visited Colson School and assisted teacher and students in 4-H projects. Mr. Brown, from the Division of Forestry, visited the school and showed films for students on forestry occupations and horticulture.

Mrs. Shirley Sexton recently received an award from Governor Carroll on 4-H work. Mr. James McCauley, from Kona, presented the award.

Mr. Charles Cook's eighth grade class at Colson School has finished a unit on County Government. A Representative from the Letcher County Sheriff's office came to the school and informed the class of the duties and activities of the sheriff's office. The Letcher County Health Office has had two nurses in as consultants. Other county offices were involved in the unit.

Martha Jane Potter Elementary

Mr. Cordell Baker, a teacher in the Martha Jane Potter School, has just completed a 6 weeks unit on *Electricity*, with sixth and eighth grade students. This was a demonstration unit in a science class. Electrical wiring, basic electricity, and lighting used in the home were demonstrated. Children received first hand information on electrical circuits, doorbells, switches and lighting. Careers represented in this area were discussed at length. Mr. Baker and students constructed a replica of the "real thing" in the classroom. Students were very interested in this exploration project.

W. B. Muncy Elementary

Third and Fourth graders at W. B. Muncy School are attempting to find the answer to "what is a newspaper and how do you prepare one?" as they begin a unit study on, "The Newspaper." The students began the unit by observing filmstrips on, "How a Newspaper is Made." Later they interviewed a resource person from one of the local newspapers. Then they traveled to Manchester, Kentucky, to the printing office where a local paper was being printed and assembled.

The classes will participate in many enriching activities during this study. Instructors Debbie Combs and Margie Gay plan to assist students in preparing a school newspaper as a culminating activity.

Hyden Elementary

Mrs. Regina Sizemore is teaching a unit in "Fine Arts and Humanities" with her 7th and 8th grade classes at Hyden Elementary School.

Students have conducted research on various artists and have presented oral reports to the class. Each student is compiling a folder of activities which they complete during the study.

Other seventh and eighth grade teachers are serving as supportive personnel to infuse their subject area into the unit study.

Several students have written a play which they plan to share with parents and friends soon.

One highlight of the unit was a visit by Mr. Jim Hayes, teacher at W. B. Muncy School. Mr. Hayes shared painting techniques with the 7th and 8th grade students. It was quite an enjoyable sharing session!

W. B. Muncy Elementary

Mrs. Ruth Bowling, second grade teacher at W. B. Muncy School, is winding up a study on nutrition as part of her Career Education effort.

The students have studied the various food groups, assembled scrap books, and helped to assemble a nutrition bulletin board.

On November 15 the class will visit the Wooton Clinic where they will be weighed and measured. The staff there will discuss nutrition with them.

On Friday, November 17, Mrs. Susan Messer, our Home Demonstration Agent, will serve as a resource person for the second graders.

At the end of the unit, the students will present a skit called, "A Visit to Nutrition Land."

CAMPTON ELEMENTARY

We, the students and teachers at Campton Elementary School, felt that we had a very successful learning experience from our career education unit. Through this unit, we were exposed to a variety of experiences from the planning of a meal up through the actual hands-on experience of the service type jobs.

In this unit on Recreation and Hospitality we had an opportunity to study many related career opportunities. Some of these were the duties of cook, waiter-waitress, bellpersons, bus drivers, cashiers, chefs, dieticians and managers. We also looked at the Kentucky State Park as part of the tourist business.

We studied food preparation and preservation and the selection of a proper diet from the basic food groups.

Writing letters of invitation and appreciation were covered after we invited a resource person, Mrs. Xenia Culbertson, to discuss the customs of French dining as opposed to our American customs.

Salaries and wages were discussed as we determined wages for the waiters/waitresses plus tips and wrote checks to cover these wages.

Reading menus, finding the price of a meal plus the proper percentage for tips and taxes were covered. A luncheon was prepared and served to sum up our unit and to give us hands-on experience in some of the jobs we studied.

As a culmination of this unit, students working in the positions of cooks, waitresses, waiters, dishwashers, bus drivers, bellpersons, hosts/hostesses, dieticians, entertainers and cashiers, successfully planned, prepared and served a meal to 150 people in a restaurant type setting. The atmosphere of dining in a restaurant was made complete by live entertainment provided by students.

Shirley Harrison, Paula Holland, Mary A. Wilson (math teacher) and Bobby L. Miller help themselves to the punch during the luncheon which was the culminating activity of a career education unit on Hospitality and Recreation. Other teachers involved in the unit but not pictured were: Bob Terry, science; Holmes Bowman, social studies; Mary A. Wilson, math; Evelyn Morrison, English; Sewell Watkins, reading; and Ruth A. Morris, special education.

Tips on correlating Character Ed & Career Ed

(1) At grade level 2, in a unit on "Good Work Habits," the teacher can stress punctuality, honesty, and courtesy in the classroom and point out that these habits are important in the adult world of work as well.

(2) At grade level 4, in a unit on "County Court Officials," the teacher and students can explore the reasons persons commit crimes.

(3) At grade level 6, in a unit on "Neighborhood Beautification," the teacher can discuss with students the importance of taking pride in one's environment.

(4) At grade level 8, in a unit on "Banking," the resource person can point out the importance of paying one's debts.

(5) At grade level 10, in a unit on "Etiquette on the Job," the class can discuss the value of listening to and respecting others' views.

ACKNOWLEDGEMENTS

The following persons contributed significantly to the above topics by either drafting the piece or furnishing the material:

"Character Education"	Opal Eversole, Hazard City Schools
"W. B. Muncy and Hyden Elementary"	Joyce Fortney, Leslie Co. Schools
"Fleming-Neon, Colson, Martha Jane Potter"	Beckham Caudill, Letcher Co. Schools
"Middle School Industrial Arts"	Lily Kincaid and Frank Kincaid, Lee Co. Schools
"Campton Elementary"	Mary May and Florence Caudill, Wolfe Co. Schools
"Openhouse"	Hargus Rogers, KVEC
"Jenkins Involves Community"	Dr. Steve Towler, Supt. and David Banks, Jenkins Schools
"Home-School Work Program"	Seldon Short, Jackson Schools
"Off-Campus Work Program"	Seldon Short, Jackson Schools
"Documentation in Career Ed."	Martha Turner and Betty Gabbard, Owsley Co. Schools

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education and Welfare, must be operated in compliance with these laws.

Want to . . . *ask questions about articles?*
submit an article to this newsletter?
read about specific approaches, methods, activities, etc., in a career education program?

If so, please contact:
Elwood Cornett, Director
Owen Collins, Coordinator & Editor of "The Communicator"
Kentucky Valley Educational Cooperative
325 Broadway, P. O. Box 1118 — Hazard, Kentucky 41701

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CAREER
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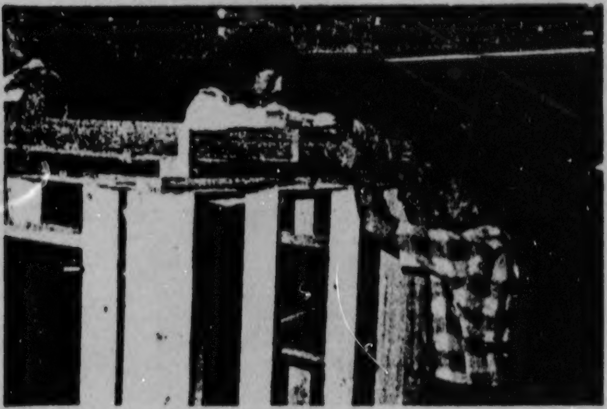
The Communicator

Vol. 4, No. 2 SPRING 1979 Hazard, Kentucky 41701

Lee Co. Middle School Industrial Arts Career Ed.-Construction

EDITOR'S NOTE: The construction of a miniature model house is not a new idea in career education. The description of the following unit is offered because of its quality and its integration with basic academics.

Career Opportunities in Construction, a unit in career education, taught by Mr. Frank Kincaid in the Lee County Middle School, was an outstanding success. This unit, taught to eighth graders only, lasted one grading period or one six weeks. The students, boys and girls, were subjected to two weeks of study about such things as computing the cost of a modern home, different materials, differences in construction methods, and learning the names of the individual components of a house.



Kim Newman, Ruth Roberts, Thomas Deaton and Bennie Brandenburg install ceiling joists for the rafters in the construction unit at Lee Co. Middle School.

After two weeks of basic instruction, students moved to the laboratory where they were divided into specific committees such as the foundation, sub-floor, stud wall, and roofing committees. As a member of one of these committees, a student is responsible for his or her specific area of the house. Students of other committees may either observe work being done by another committee or may join in the work being done. This enables everyone to "get in on the act."

The house that was built was four feet by four feet square and the inside ceiling height was three feet. The foundation was constructed of eight inch concrete blocks laid on a solid concrete footer that was 16 inches wide. Most wood members such as joists, studs, and sills were made from two by fours. Sub-flooring and roof-sheathing were made from one half inch plywood. The outside of the house was covered by weather boarding and one-half inch primed siding. Electricity was also added after the house was under roof. Students learned how to connect switches, receptacles, and lights into a circuit. The house was also paneled on the inside and a shingle-type roof was added to finish the project.

At the end of this block of instruction the house was disassembled. The materials, such as concrete blocks, two by fours, plywood, shingles, and weather boarding were taken off with great care and nails were removed so that most parts could be used over again.

BASIC ACADEMICS

The construction unit also lends itself to implementation of horizontal correlation. That is to say that other subjects, taught at the middle school level, may be strengthened by practical use. Subjects such as mathematics, vocabulary, spelling, reading, and consumer education were used in this particular unit. In mathematics, for example, students learned

(Continued on page 2 – see LEE CO.)

K-12 Gets $20 Million for FY79

That's the latest word from Washington concerning *The Career Education Incentive Act.* As you are probably aware, the Carter Administration recommended a recission of the original $3[illegible].5 million appropriated by Congress to 10 million to be administered under the old demonstration act. So Congress compromised with the Carter Administration by appropriating 20 million, but only for K-12. Post secondary education was cut out entirely from the latest appropriation.

The 20 million will flow to the state departments of education who will then administer their portion to the local boards of education. Although 20 million seems like a lot of money, by the time it is apportioned among the states, Kentucky's share will probably be less than 300 thousand. But the fact that the *Career Education Incentive Act* finally survived is encouraging to most career education advocates, because it is a five year piece of legislation and many are hopeful of additional monies in the years that lie ahead.

The Kentucky Valley Educational Cooperative Career Education Program takes particular pride in the fact that Representative Carl D. Perkins is from the area served by the Cooperative. According to *Network News,*

> *"The Honorable Carl Perkins (D.Ky.) chairs the House Human Resources Committee, the original authorizing committee for 95-207, House side. The Honorable John Buchanan (R.Ala.) joined Congre[illegible]an Perkins in making eloquent pleas for preservati[illegible] 95-207 before the Labor—HEW House Subcommi[illegible] on Appropriations. Had it not been for these gentlemen, career ed would be dead."*

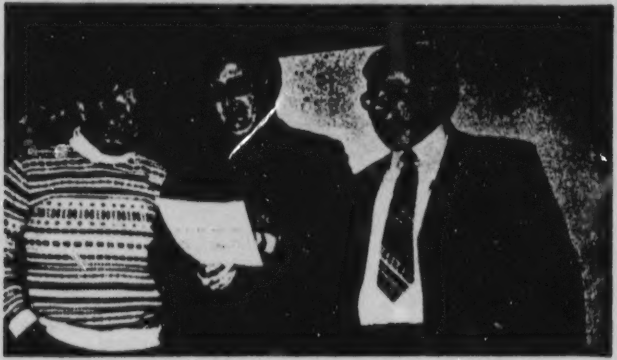
Congressman Perkins has rung the bell again for education!

Jenkins to Present Career Ed. Week

Dr. Steve Towler, superintendent of Jenkins Independent Schools, announces that the Jenkins Schools and the Jenkins Community have set aside April 23-27, 1979, as "Career Education Week." The purpose is "to create a closer working relationship between the community and the school; to provide students with knowledge, skills and attitudes necessary in gaining a meaningful and satisfying career."

Career education units relating to the world of work will be infused with the regular class work and classrooms will be open to the community for visitations *particularly* during April 23-25. Preparation for the career education fair and career education day will take place on April 26. And Friday, April 27, will be the culminating day. A career education fair at the high school, demonstrations by business persons, demonstrations by other school systems, and visitations by teachers and students are among the scheduled activities.

The career education week is an outgrowth of an objective of the Kentucky Valley Educational Cooperative Career Education Program to work on collaboration of a school system and the world of work. School leaders and representatives from business, industry, professions, civic organizations and government have been working on the objective for several months.



Dr. Steve Towler, superintendent, center, discusses plans for career education week with Rev. Dean Meadows, chairman of the steering committee, left, and Mr. David Banks, Career Education Coordinator for Jenkins Schools, right.

LEE CO. SCHOOL CONSTRUCTION

(Continued from page 1)

how to compute the cost of a modern home by figuring out the number of square feet in the house (A equals LxW) and multiplying by ($30.00) thirty dollars per square foot. They also learned how to use this formula: $\frac{\text{LxTxWxNo. of Pieces}}{12 \text{ x } 12}$ in order to compute the number of board feet of lumber necessary to build a home. There was considerable measuring, to be done and this made students learn the graduating of a ruler and tape measure. Vocabulary and spelling may be taught simultaneously. Students in this unit were asked to be able to identify and spell correctly the major parts of a house such as foundation wall, sill plate, stud, rafter, and an additional 29 terms for a total of 33. There is considerable reading for students in our text about construction and in supplementary readings assigned by the instructor. Consumer education can also be an interesting and important area to explore through the vehicle of construction. Due to inflation and shortages of materials, students need to be aware of improper workmanship and below standard materials if they are to become homeowners of the future.

EDITORIAL COMMENTS:

"Career Ed. Thru Your School-Work Program..."?

Some of the most effective career education which this writer has seen was not in a fancy unit with TPOs and EOs, not conceptualized by Washington, not photographed nor published, not even called "career education." I am referring to the work program in the high schools, funded primarily through CETA. Students often work as maintenance helpers, assist in the lunchroom, serve as library aides, or function as faculty student secretaries.

The writer visited a high school and remarked to the principal that he had never seen such a clean school; the halls were spotless and any home would have been proud of the restrooms. "You must have a good janitor," I remarked. "No, we do not have a janitor at all. We use NYC students," the principal replied. "Who supervises them?" I queried, realizing that student help has less than a favorable image in many schools. "I do," the principal returned.

And in this incident turn the points of this editorial:

1) Students can do, not only satisfactory, but superior work.
2) The quality of supervision is directly correlated to the quality of work that is accomplished.
3) Teaching students pride in their work and effective work habits is effective career education.

Research indicates that the most important kinds of things that we can teach our young people are not knowledge about careers, not even job skills themselves, but rather positive attitudes toward work and effective work habits.

Play Basketball with Career Ed!

Another interesting project at the junior high level was the integration of the Kentucky High School Basketball Tournament with Kentucky geography and career education. During the time of the district, regional and state tournaments, Mrs. Melton's social studies classes at the Roy G. Eversole Elementary School took advantage of the interest in the event to correlate career education and Kentucky geography.

Activities in the unit included a discussion of jobs and careers related to the sport, learning the name and locations of the counties associated with the sixteen regions, interviewing Mr. Roscoe Shackelford, athletic director of the Hazard Independent Schools, and comparing statistics of the teams involved in "The Sweet Sixteen." Groups of students were assigned to follow the progress of teams in the various regions and this activity was correlated on state maps.

Many students who had not previously indicated an interest in school sports, newspapers, or Kentucky geography showed marked improvement in these areas to the extent that many would come for extra assistance during recess or after school. Mrs. Melton exclaimed, "Gosh! They worked me to death, but it was fun, and such interest! We'll try it again."

Article Accepted for Publication

Seldon Short, Hargus Rogers and Owen Collins have had an article accepted for publication in the periodical, *Career Education Workshop,* Parker Publishing Company, Englewood Cliffs, New Jersey. The article is entitled, "Can We Teach Our Kids to Work?" and features the home-school work program of Jackson City Schools.

ACKNOWLEDGEMENTS

The following persons contributed significantly to the topics contained in this newsletter by either drafting the piece or furnishing the material: .

"Smith & Hall Attend Sex-Bias Workshop"	Geneva Smith Knott County School
"Career Ed Capers in the Hazard City Schools"	Opal Eversole Hazard City Schools
"Play Basketball with Career Educaton"	Opal Eversole Hazard City Schools
"Southside Elem. Has 100% Faculty Involvement in Career Ed"	Lily Kincaid Lee County Schools
"Plus...Technical Know-How..."	Blanche Back Hazard Area Vocational and Technical School
"Lee Co. Middle School Industrial Arts Career Ed Construction"	Lily Kincaid and Frank Kincaid, Lee County Schools

Smith & Hall Attend Sex-Bias Workshop

Geneva C. Smith and Tommy C. Hall, american history teachers at Knott County Central High School, participated in the Appalachian Educational Laboratory, C.O.A.L. project, teacher workshop/training session in the AEL headquarters in Charleston, West Virginia, Feb. 8, 9, 10th, 1979.

The AEL is dedicated to improving education and educational opportunity for the people of its primary nine member state region. It conducts educational research, development, dessimination and evaluation. It provides R & D services to educational agencies of the seven states.

The C.O.A.L. project, choosing occupations for Appalachian living, was developed by AEL to help Appalachian students discover more about the world in which they live and how they can best fit into that world. The project was especially developed to enhance the process of non-sex-biased career guidance in the secondary schools of Appalachia by developing materials to counter the limited effects of sex-bias in occupational choice.

The training session first created an awareness within the individual teacher participant of their own sex-biases. Module one, Examining Sex-Bias Methods, had the teachers take part in sex-bias roles, simulations and games to illustrate teaching techniques. The evening activities were sex-bias awareness activities in that each woman participant took the role of *the man*. She asked one of the male participants out to dinner (dates AEL pre-arranged) made reservations, picked-up and escorted him to dinner, took care of cabs, coats and whatever, ordered the meal, dealt with waiters, paid the bill and escorted the date home. The male participants took *the woman* role and played the corresponding female part. After this activity there was a debriefing session to evaluate the sex-bias awareness of the evening.

Looking at Jobs, Module Two, was a series of career inventory self-assessment and value clarification activities that presented the group with strategies and materials to help their students analyze their individual strengths and abilities.

Sex-bias and Work, Module Three, presented the teachers with means to prepare their students for the kind of obstacles they will be facing upon entering the world of work and help them recognize the problems. These materials and techniques are to help the students be what they want to be, rather than what someone thinks they should be.

Each teacher participant was given many complete teaching units on the three modules to take back to their schools, to choose from and teach in a class for a four to six week time period. Pre-tests, printouts, books, charts and other materials were provided. AEL is in constant communication with the teachers to give aid and advice. In June there will be an AEL staff person visitation to the school. After evaluation, if the project is considered successful, the materials will be available to the secondary schools of Appalachia.

Plus...Technical Know-How...

By Blanche W. Back
Regional Counselor

Plus technical knowledge and training in over twenty careers, vocational education students in Kentucky River Region Twelve are acquiring employability skills through a competency based approach. The curriculum focuses on choosing a job; searching for a job; applying for a job; entering a new job; succeeding on the job; changing jobs; occupational safety and attitudes; and economic awareness.

Instruction in employability skills is emphasized as a major component of the Kentucky Vocational Education Placement and Follow-Up System, as well as its being an integral part of classroom and laboratory training.

Currently, Ms. Karen Jenkins, Business and Office instructor at Letcher County Area Vocational Education Center, is involved in a statewide field test of thirty-two competency based vocational education modules and a complement of audio-visual and printed resource materials. These are designed to teach and to measure student competencies ranging from the correct execution of a job interview to the proper termination of employment from a job. Twenty students, both secondary and post-secondary, representing business and industrial careers, are completing six weeks of this instruction for one hour per school day.

Students who are participating in this field test are positive about their learning experiences thus far, as they relate to both delivery and content.

"The modules make learning simple. I don't have to be rushed and we don't have to stay all together." This was the reaction of Delores Tackett, a 17-year old senior at Whitesburg High School, and president of the Future Business Leaders Youth Club at the Letcher County AVEC.

Jim Mullins, an 18-year old post-secondary student completing his training in business and office at Letcher County AVEC, enthusiastically related some pointers he had gleaned from the employability skills class that will help him become and remain employable:

> "If I make a mistake, I won't be afraid to ask for help."
>
> "I will be less likely to become discouraged too soon if I get assigned some insignificant chores to do. I will be patient because this won't last too long. I don't think the attitude of 'This is not my job' would help."

Delores and Jim will be spending less time on the economic awareness modules. Delores has competed in FBLA (Youth Club) regional and state speech competitions on the subject of the free enterprise system. Jim has competed in the area of business law and he placed third in the state last year.

Delores and Jim agree that the most practical parts of the class are the job interview and job applications:

> "We have a product to take to potential employers, our letter of application and resume."

Mr. James Estep, administrator of the Letcher County AVEC, considers his students the "product" of a technical and humanized training program.

> "We try to give them that 'plus' along with their technical know-how."

Career Ed Capers In The Hazard City Schools

"How do you make your hair shiny?" "What makes your hair grow?" "Do you make lots of money?" "Do you like your job?"

These were questions asked by second grade pupils as they completed a unit on "Hair Care" integrated with a career education unit taught by Alma York of the Walkertown-Lothair School.

Mrs. Corene Walker, beautician, styles the hair of Samantha Barger, second grade student of Walkertown Elementary, Hazard City Schools. Classmate Leslie Maggard looks on.

Mrs. Corene Walker, beautician from a local beauty salon and parent, spent the day with the children cutting hair, explaining techniques of hair care, and its importance to good health and physical appearance.

The pupils were excited and the interest increased in all school activities. Perfect attendance during the unit evidenced their enthusiasm.

Southside Elem. Has 100% Faculty Involvement in Career Ed

EDITOR'S NOTE: Career education has a stronger impact when all teachers in a school become involved under the leadership of the principal. The following is offered as an example.

Southside Elementary School in Lee County, K-5, climaxed two weeks work in Career Education with a visit from teachers in the Bowling Green City System.

Career Education Coordinator Judy White and her teachers visited the classes and observed student work. Units taught were: Cosmetology, First Grade; Health Department, Second Grade; Coal, Third Grade; Transportation, Fourth Grade; Consumer-Homemaking, Fifth Grade; Cooking, Special Reading.

Various career education techniques such as resource people, field trips, role-playing, home and community involvement, and hands-on activities were used in the classes.

Basic learning included vocabulary, spelling, reading, arithmetic, grammar, sentence structure, penmanship and letter-writing. Career awareness, human relations, positive self-concept, educational awareness and economic awareness were all stressed as students became involved in their work.

Dr. Owen Collins of KVEC accompanied the visitors from Bowling Green who spent the day at Southside.

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CAREER
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The Communicator

Vol. 4, No. 3 SUMMER 1979 Hazard, Kentucky 41701

KVEC-CE TO CONDUCT OUT-OF-STATE WORKSHOPS

The Kentucky Valley Educational Cooperative Career Education Program will conduct two-day workshops in Clayton, Georgia, on August 14 and 15; in Eupora, Mississippi on September 13 and 14; and in New Martinsville, West Virginia in late September.

Day One will begin with registration and pre-test, followed by up-dates on Career Education legislation, including relationships between CETA and Career Education. Objectives of the workshop and expectations for participations will then be presented.

Among the goals and concepts of Career Education that will be stressed are: Human Relations, Economic Understanding, Career/Occupational Awareness, Decision-Making Skills, Career Planning, and Citizenship.

Some of the more important Career Educational Techniques and Methods that will be highlighted are: Utilizing the Resource Person; Role-playing Careers; Hands-on Activities; Shadowing Workers; Home Involvement; Field Trips; Work Experience; and the Interview.

Overcoming sex bias and stereotyping in careers will be the final topic of Day One.

Day Two will consist of three major thrusts. First, practitioners from KVEC will show ways and means of integrating Career Education into the curriculum. Second, teachers will work on individual materials for their classrooms. Finally, administrators and support personnel will develop school plans and district plans for the implementation of Career Education.

Although the firming of the dates has been a slow process, Mr. Hargus Rogers, Coordinator in charge of the workshops, says that the locations have been receptive and enthusiastic concerning KVEC-CE providing this service. And KVEC-CE is enthusiastic about the prospects of enlarging its scope by presenting to other states in Appalachia. We feel we will learn a great deal about Career Education from the participants in the workshops as well.

Mrs. Marie Edwards, third grade teacher of Owsley County Elementary works with students on the Career Education Unit on the Library.

Back to the Basics Via Career Ed.

Will your career offer you satisfaction? achievement? adventure? friendship? creativity? security? prestige?

These questions, of great relevance to those already in careers, were a bulletin board display by a tenth grade English teacher in the Basic Skills Experiment. She was attempting to cause students to look "down the road" to their potential careers.

As reported previously, KVEC-CE this year is conducting an experiment to see if career education makes a difference in students' achievement. Tightly controlled, the study compares third grade classes, fifth grade classes, and tenth grade classes.

Those participating in the Experimental Group include: Mr. Partin and Mrs. Dooley, Lee County High tenth grade; Mrs. Bowman and Ms. Bishop, Owsley County High tenth grade; Mrs. Rogers, Jackson City tenth grade; Mrs. Edwards, Owsley County Elementary third grade; Mrs. Pack, Beattyville Elementary third grade; Mrs. Combs, W.B. Muncy third grade; Mrs. Noe, Beattyville Elementary fifth grade; and Mrs. Frost, Owsley County fifth grade.

(continued on page 2)

BACK TO BASICS

(continued from page 1)

Among the career education units taught were: "The Library," "The Veternarian," "The Newspaper," "The Environment," "The Telephone," and "The Dentist" in the third grade; "Marine Science," "Being Yourself," and "Home Economics" in the fifth grade; "Stock Market Careers," "Economics of Home Ownership," and "Careers in Focus" in the tenth grade. Tenth grade teachers tended to fuse career education into their subject matter such as computing the cost of electricity for an average family (discussing careers in electrical energy) and surveying the community for attitudes toward standard English in the business world.

Although a severe winter caused havoc with the school year and although there has been considerable difficulty in grading and coding the results of the study, KVEC-CE is guardedly optimistic that the study will show that Career Education promotes the learning of basic skills.

Information of the study is now on its way to Dr. Clayton Omvig of the University of Kentucky who will run a computer analysis and write a research report on the data. His findings will be meshed with a "How to" document due out on October 1, 1979. For further information write to Dr. Owen Collins, KVEC.

KNOTT COUNTY CAREER ED. WORKSHOP

Twenty-two new teachers in Knott County participated in a Career Education workshop held at Knott County Central High School for two three-hour sessions on April 3 and 10. The workshop was sponsored by the Kentucky Valley Educational Cooperative and the Kentucky Department of Education. Hargus Rogers, Seldon Short, and Dr. Owen Collins were consultants from the Kentucky Valley Educational Cooperative. Avery Stidham was the consultant from the Department of Education.

The consultants did a very outstanding and thorough job in orienting these twenty-two people to the Career Education concept and how to infuse this concept with all basic curriculums.

The following were some of the topics discussed:

- What Career Education can and cannot do
- Slide/Tape Presentation of the Kentucky Valley Educational Cooperative-Career Education Program
- Introduction to The Seven Career Education Concepts and Skills utilized by the KVEC
- Introduction to writing Career Education Units
- Utilizing Career Education as an umbrella for other mandated programs, and
- Career Education as viewed from the State Department.

TURNER GOES TO WASHINGTON

Not once, but twice!

Mrs. Martha D. Turner, Career Education Coordinator, Owsley County Schools, participated in a Career Education Mini-Conference in Washington, D.C. May 29-30. The mini-conference participants of eight (8) local Career Education Coordinators shared with one another and Dr. Kenneth Hoyt the kinds of career education activities being implemented at the local levels.

Then Mrs. Turner was invited by Congressmen Perkins and Hawkins to testify before the sub-committee on *Employment Opportunities, Committee on Education and Labor, House of Representatives,* which held hearings on CETA and Career Education.

Following are some excerpts of her testimony:

- Experienced and skilled teachers are infusing career education into every aspect of the curriculum at every grade level and in every subject area.
- Career education has become a natural, vital and meaningful part of the ongoing teaching/learning process.
- Career education has enlivened our schools and our curriculum.
- In this age when the public is demanding "a return to the basics" our community is aware that we are teaching/learning the basic skills through a carefully planned career education program which emphasizes reading, writing, arithmetic, oral language, self image, and decision-making skills. Our enrollees are "learning by doing" and involving the community in this important process.
- There is no way I can overemphasize the value of these program (CETA) benefits to our youth.
- Highly successful for us has been the out-of-school NYC program.
- I have grave concern for those who do not meet the CETA poverty guidelines but are in dire need of work experience and training ... of a real, "alive" career education program.
- Career education concepts must begin as early as kindergarten and continue all through higher education. It is early in life that attitudes are developed in children.
- Recommendation: Career Education beginning at the earliest possible level, be made an integral part of the CETA legislation.
- Recommendation: Long-range funding be adequate to provide a high quality career education for all children so that in years to come, remedial programs for the unemployed and unemployable will no longer be needed ... or maybe greatly reduced.

Wolfe County High School HOLDS OPEN HOUSE

Wolfe County High School held a Career Education Open House, Thursday, April 25, 1979. Educational Advisory Council Members, parents and interested citizens were invited to visit each classroom and observe Career Education units being taught or talk with the teachers about their unit that had been completed or was yet to be presented. Dr. Owen Collins, Director of Career Education in the Kentucky Valley Educational Cooperative of Region XII, also spent the day visiting classrooms.

One of the highlights of the day was a visit to the Appalachian Music Class which had a unit on THE ROLE OF MUSIC ON TV. The group enjoyed the Bluegrass musical presentation which inspired a couple in the group to do some hoedowning. Another interesting visit was in the art department to see their unit on PHOTOGRAPHY. Funds from the Career Education Project have been used to help construct a darkroom in the art department. Interesting photography done by the art students was on display and Mr. Gibbs, art teacher, explained the process the students use in developing films. The visitors were invited to have lunch, which had been prepared by the high school cooks, in the Home Economics Department. A variety of delicious desserts were prepared by the Home Economics Class.

Owen Collins and Ruba Brewer do an old-fashioned hoedown on a visit to the Appalachian Music Class during Wolfe County High Career Education Open House.

Those visiting the school were: Virginia Chamberlin, Josephine Hounshell, Owen Collins, Earl May, Elsie Kash, Virginia Profitt, Benny Bryant, Bertie Centers, Ruba Brewer, Monna Cable, Nell Johnson, Emily Lacy, Florence Caudill, Richard Jett, Georgia Staab, Barbara Stone, Nettie Cecil, Kaye Holbrook, Richard Chamberlin, John Caudill and Mary May.

Learning is Fun for 1st Graders

The first grade students at Big Creek Elementary School, with the help of their teachers Mrs. Brock and Mrs. Gay, have become more aware of the various careers in Marketing and Distribution by studying the job opportunities available in the grocery store.

The unit began with a student-made bulletin board of grocery store advertisements. As the students learned new words and completed activity sheets, individual booklets developed which also included cut and pasted pictures of the four basic food groups. Using study prints allowed for discussion of ideas which developed creative thinking and language arts skills. Math skills included using our money exchange system.

We found an excellent resource person in Carl Hacker, deliveryman for Flav-O-Rich milk. After a very interesting oral presentation, Mr. Hacker used students to carry in the school's milk supply. Besides deliverymen a child secretary was needed.

First Grade students at Big Creek Elementary calculate the cost of milk with the milkman.

THE SCHOOL GROCERY

Keeping a grocery requires janitorial skills also!

Everyone enjoyed walking to Couch's Supermarket and the hands-on-experience of buying ice cream. In the process, high-

(continued on page 4)

LEARNING IS FUN *(continued from page 3)*

way safety was also stressed. Following the field trip the unit ended in an exciting simulation of workers in a grocery store.

Then students wrote of their experiences. Following is what Douglas Causey wrote.

Our visit to the Grocery. We visited Couch's supermarKet. the cashier showed us how to use the cash register. We looked at ways we buy items. We shopped for ice cream. We had fun.

ACKNOWLEDGEMENTS:

Turner Goes To Washington . . . . Martha Turner
Owsley Co. Schools

Wolfe Co. High Open House. . . . . Mary May
Wolfe Co. Schools

Knott Co. Career Ed. Workshop. . Bethel Ritchie
Knott Co. Schools

Learning Is Fun. . . . . Joyce Fortney
Leslie Co. Schools

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The Communicator

Vol. 4, No. 4 FALL 1979 Hazard, Kentucky 41701

KVEC-CE to Coordinate Career Education Training in Fourteen Vocational Regions

Mr. Elwood Cornett, executive director of the Kentucky Valley Educational Cooperative, announced today, July 17, 1979, that the Cooperative's Career Education program, under the leadership of Mr. Hargus Rogers, will coordinate fourteen regional workshops during the time frame of August 1, 1979-June 30, 1980. This effort represents a sub-contract with the Kentucky State Department of Education, whose Career Education Component is headed by Ms. Dorothy Alexander.

The State Department of Education will figure prominently in the workshops by:

- ✓ sharing information and material
- ✓ providing a liaison person to participate in training development who will promote feedback, involvement and formative evaluation, and
- ✓ identifying career education "knowledgeables" to advise and provide consultant assistance

It is part of the design of these workshops to utilize expertise from other on-going career education projects throughout the Commonwealth. Therefore, consultants will be drawn from a wide geographic area.

The purpose of the workshops is to provide training for career education teams from each school district in the state in organizing and implementing a career program designed for their local needs.

Participants in the workshops will develop modules for faculty meetings and inservice days as well as formulate idea packets to help implement the program in their local school districts.

Mr. Rogers stated that the first workshop will likely be held in September and that a complete schedule will be forthcoming soon.

"Miss Lily," the silver-tongued orator.

LILY KINCAID RETIRES

Career education's silver-tongued orator, Mrs. Lily Kincaid, career education coordinator for Lee County Schools, Beattyville, Kentucky, retired at the end of the school year in June 1979. Those who have heard "Miss Lily" expound on the virtues of career education from Pulaski County to Erlanger Lloyd to Todd County to Louisville to the Halls of Congress know that the sobriquet "silver-tongued" is entirely accurate and appropriate, for few today can hold an audience spellbound for thirty or forty or fifty minutes. Even hostile and indifferent audiences warmed as Miss Lily apologized to Detroit for her clumsiness with her car, or pulled imaginary chain saws from the air and asked her audience to help her, or rode a bicycle through the swimming pool.

For those of you who may not know, "Miss Lily" is the daughter of C.D. Stamper, a major in the U.S. Army and attorney, and Flo Whitehead Stamper, merchant and postmistress, both of whom are deceased. A graduate of Centre College, Danville, Kentucky, with a B.A., and University of Kentucky with an M.A. in history and political science, she taught in the "old" St. Helens High School, in Ludlow, Kentucky, and was principal of St. Helens Elementary, Southside Elementary and Lee County Junior High before returning to the classroom, which is her first love, during the latter years of her career. She is married to Virgil Kincaid, retired merchant and farmer.

(continued on page 2)

MISS LILY ...

(continued from page 1)

"Miss Lily" is a member of the Pi Chapter of Delta Kappa Gamma and the American Legion. She worked on Lee County's outstanding bicentennial celebration, editing the book published for that event. One of her pet projects now is the restoration and upkeep of the Riverview Cemetery.

The Presbyterian Church figures prominently in "Miss Lily's" life. She is church organist, woman's Bible class teacher and elder. It has been said that she has converted more students to Presbyterianism and the Republican Party than any other person in Lee County.

A mark of a great teacher is one who inspires students toward great achievements. Consider some of "Miss Lily's" former students:

✓Calvin Aker, Kentucky Supreme Court Judge
✓James Little, retired Major General who flew with the Flying Tigers
✓Drs. James Snowden and Albert Spencer, both on Eastern Kentucky University's Faculty
✓Ed Stamper, principal of Beattyville Elementary
✓Gordon Cook, State Department of Education

to name only a few.

"Miss Lily" to me and a host of others is an inspiration. She can "walk with kings but still has the common touch." Classically educated, she can make education practical. She indeed is the Arthur Fiedler of education.

Most eulogies are written too late for the subject to enjoy, so why not one now?! But there is even a brighter note to end on. "Miss Lily" will be helping with the workshops to be conducted by KVEC-CE across Kentucky this coming year. What a delight!

Mr. David Banks, career education coordinator in Jenkins Independent Schools, displays some of his hand crafts during Open House at McRoberts Elementary.

JENKINS HOLDS Career Ed. Fair

Physicians and foresters and nurses and heavy equipment operators and law enforcement officers and coal miners and plumbers and radio and television persons: they were among those who explained their careers to the students of Jenkins Independent School System on April 27, 1979. This day culminated a career education emphasis week that was the focal point of months of work of the school and community as they sought to bring the world of work and the schools together in a closer working relationship.

Jenkins recognizes that involvement of the community is vital if the schools are to equip a student with knowledge, skills, and attitudes that are necessary to make a successful transition from the classroom to the career.

COAL
IS KING

Stacey Jackson, of McRoberts Elementary, portrays a miner in the unit on coal during Career Education Emphasis Week in Jenkins Schools.

Among the activities that occurred prior to the fair were:

✓an endorsement of the program by the school superintendent, Dr. Steve Toler, and the local Board of Education
✓an appointment of the collaborative council which was made up of community leaders and school personnel
✓a kick-off dinner during which Mr. Hargus Rogers of the KVEC-CE Program challenged participants with the idea of callaboration
✓and periodic planning meetings arranged by the local career education coodinator, Mr. David Banks.

Several units of instruction which fused basic skills and career education concepts were taught during the year with many culminating during Career Education Emphasis Week. Among these were units on coal, electricity, communication, veterinary medicine, journalism, Fort Harrodsburg, radio and television, and arts and crafts. Some schools had open house during the week for visitors from outside their district.

TRANSPORTATION-TRUCKING UNIT AT KNOTT CO. CENTRAL

by ESTELEAN JACOBS

EDITOR'S NOTE: The following unit is offered as an example of a unit in career education that is relevant to a great number of our students. Can not students learn their basic skills just as well through a unit that is responsive to their needs as from some text edited by a professional in a metropolitan area who never saw a Mack coal truck? TOs stand for terminal objectives and EOs indicate enabling objectives.

TOs

1. be able to identify transportation, particularly the trucking industry, as a vital part of our nation's welfare, socially and economically, and
2. list the uses and values of the transportation (trucking) industries in our daily lives as well
3. apply some skills necessary for participation in the trucking industry, through the study of a unit in transportation emphasizing trucking. In a period of nine weeks 90% of the students will respond more to the language and importance of the trucking industry by applying skills such as map reading, reading traffic signs and laws, mathematical computation of mileage and expenses, and ability to pass teacher-made check-up tests concerning the trucking industry, according to scoring standards set up by the students and teacher.

EOs

Students will be able to:

1. Read road map more skillfully.
2. Calculate gasoline costs for certain mileage.
3. ______________ overnight lodging.
4. Keep a log of daily happenings.
5. Identify some types of taxes, etc., to be paid or filed.
6. Define some vocabulary of the truck driver.
7. Identify qualifications and skills necessary for certain types of trucking jobs.
8. Describe different types of jobs in trucking industry and responsibilities of the jobs.
9. Discuss some good and bad points of the trucking occupation.

*reading classes of below expected reading level (much below)

ACTIVITIES FOR INFUSION OF CAREER EDUCATION WITH SUBJECT MATTER

(1) Reading about trucking industry. (2) Tracing different truck lines. (3) Reading road maps. (4) Reading travel brochures. (5) Reading and studying tax forms, etc. (6) Interviewing and reporting on truck drivers. (7) Reading *TV Guide* about "movin' On" star. (8) Reading reports on different occupations in the trucking industry. (9) Reading *You and Your World* about trucking industry. (10) Vocabulary study—a. truck driver's dictionary b. map study c. tax terms (11) Plotting a course on a map. (12) Taking check-up tests. (13) Reading road signs and driver's manuals. (14) Researching for reports in *Aim for a Job in The Trucking Industry* by John P. McGill and W.L. Robinson. (15) Reading and discussing two articles from the *TV Guide* "movin' On" and its stars. (16) Tracing different truck lines. (17) Reading road maps. (18) Reading travel brochures and planning a trip. (19) Reading and studying tax forms, etc. (20) Interviewing and reporting on truck drivers. (21) Writing reports on different occupations in the trucking industry. (22) Reading *You and Your World* and other newspapers about the trucking industry.

(23) Studying vocabulary—a. *Truck Driver's Dictionary* b. Map Study c. Tax terms (24) Plotting a course on a map. (25) Taking check-up tests. (26) Reading road signs and driver's manuals, etc.

COMMUNITY RESOURCE PEOPLE

1. Merdy Watts—mechanic
2. Wayne Martin, Jr.—Transport truck driver
3. Chappell's Milk Truck Driver—Cold storage delivery truck driver
4. Ernest Campbell—Coal Truck Driver
5. H.C. Jacobs—State Highway worker
6. Kern's Bakery Truck driver—Van delivery truck driver
7. Gayland Jacobs—Construction worker and various types truck driver
8. Kentucky Motor Transportation Association, Louisville, Kentucky—representative to speak to class

STUDENT INTERVIEWS

1. Mechanic
2. Local truck driver
3. Transport driver
4. Coal truck driver
5. Welder—Mr. Click from Garrett
6. Recreational vehicle driver or owner

FIELD TRIPS

1. Garage—Merdy Watts' or Jacobs' Phillips 66
2. Highway State Garage
3. Fields Drilling Company
4. Jacobs Construction or Slone Brothers' Construction

DECISION-MAKING—SUB-FUSED UNIT

1. Survey for sex discrimination in the trucking industry.
2. Role play different types of truck drivers.
3. Study "Movin' On" and decide its feasibility or realism.
4. Planning a cross-county haul (include all aspects).
5. Plan a vacation in a recreational vehicle.

EQUIPMENT AND MATERIALS:

A. Filmstrips
   1. Automotive Mechanic
   2. Long Haul Truck Driver
   3. Transportation Crisis
   4. Our Dependence On Transportation Workers

B. Books
   1. *Aim for A Job in The Trucking Industry* by John P. McGill and W.L. Robinson
   2. *Be A Better Reader*, Book I, by Prentice-Hall, Inc.
   3. *The Kaleidoscope Reader*, Books 5 and 6, by Field Enterprises.
   4. *Teen-Age Tales*, Book 6, by D.C. Health.

C. Pamphlets
   1. Careers in Trucking
   2. Economic Giant
   3. Trucks and Things You'll Want to Know About Them
   4. Directory of Transportation Education
   5. Truck Drivers Dictionary
   6. Serving the Community
   7. American Trucking Trends 1974
   8. Scholarship Program
   9. On The Road with the Truckers
   10. Mimeographed Materials

ROLE-PLAYING

1. Skits from different occupations in trucking.
2. Act out segment of "Movin' On".
3. Read and act out play about truck driver or trucking worker.
4. Interviewing truck driver, welder, etc.

COMMUNICATION TO PARENTS

1. Letters for field trips.
2. Thank you letters to resource people.
3. Surveys for obtaining resource people among parents.
4. News releases concerning their children.

METHOD OF EVALUATION

1. Scores obtained on tests.
2. Teacher observation.
3. Involvement with resource people.
4. Interaction on field trips.

TRUCKING INDUSTRY . . . *(continued from page 3)*

TRUCK DRIVERS' JARGON

Agitator Body
Balloon Freight
Cab
Dead Axle
Elevator
Fifth Wheel
Gear Bonner
Hauling Post-Holes
Insulated Body
Jacking It Around
Kick Down
Landing Gear
Maniac
Nose Drive
Oakie Blower
P. & D.'s
Rags
Semi
Tack
Unlatch
Wide-Spread
Yardbird
Zephyr Maul

GLOSSARY

Aggregated Shipments
Belt Driven
Carrier
Differential Route
Elkins Act
Feeder Service
Gateway
High-Cube
Interline Freight
Jacket
Lading
Oilfield Hauler
Perishable Freight
Rate
Sedan Delivery Body
Tachograph
Unclaimed Freight
Valuation, Actual
Weight Sheets

Collins Testifies in Washington

Dr. Owen Collins testified on June 13, 1979, before the "Joint Hearings, House of Representatives, Sub-Committee on Elementary, Secondary and Vocational Education and Sub-Committee on Employment Opportunities.

A summary of his recommendations follows:

1. Emphasize the development of the affective area of students as well as cognitive and skill development. Included are attitudes, coping skills and work habits.

2. Fund the program adequately so that supervision, counseling, and staff are of high quality. Short-changing a program is a sure way to failure.

3. Fund the program on a three year basis so that gear-up time is minimized and programs can become institutionalized.

4. Make career education, K-12, an integral part of CETA legislation. Prevention is less expensive than remediation.

The invitation to testify was extended by Congressman Carl D. Perkins.

The above vocabulary and glossary lists were taken from the pamphlet, *Truck Drivers Dictionary and Glossary*, published by The American Trucking Associations, Inc., Washington, D.C.

Each student will, at sometime in the nine weeks period, find the definitions for the previously listed words, by using the Dictionary of Truck Drivers' Jargon or Glossary, or through further research and class discussion.

Each student will be able to properly define and identify the previously listed words with at least a 90% degree of accuracy. on a vocabulary test given at the end of the teaching of the unit.

Each student will also be able to identify the different truck bed types as shown on pages 17-19 of the Truck Drivers' Dictionary, with better than 90% accuracy, at the end of the unit.

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education and Welfare, must be operated in compliance with these laws.

Want to ... *ask questions about articles?*
submit an article to this newsletter?
read about specific approaches, methods, activities, etc., in a career education program?

If so, please contact:

Elwood Cornett, Director
Owen Collins, Coordinator & Editor of "The Communicator"
or Hargis Rogers, Coordinator of Career Education
Kentucky Valley Educational Cooperative
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CAREER EDUCATION PROJECT
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APPENDIX D

"How To" Career Education
and
Basic Education

Career Education and Basic Education

ARITHMETIC
ADDITION
SUBTRACTION
WRITING
See the boy run.
the train.
to go.
ride the
READING CENTER

BY: Dr. Owen Collins
Career Education Coordinator
Kentucky Valley Educational Cooperative
Hazard, Kentucky 41701

SPONSORED BY:
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A Definition of Career Education

by
Kenneth B. Hoyt
Director
Office of Career Education
U.S. Office of Education

Career education can be defined as *an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her [illegible] living.*

[illegible] Kenneth B. [illegible] *Primer For Career Education*, 1977, p. 5

Career Education and Basic Education

Edited by:
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Career Education Coordinator

Elwood Cornett
Director

and

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Kentucky Valley Educational Cooperative
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Hazard, Kentucky 41701

CAREER EDUCATION AND BASIC EDUCATION

Do they help or hinder?

Q. What basic problems caused this study?

A. Career Education, as an approach to education, emerged early in this decade with federal money establishing demonstration projects throughout the nation. Lauded by some, lampooned by others, it has recently come under severe pressure from two angles; dwindling federal funds and a call from the "grass roots" for a return to the basics in education. There are those who contend that career education is "fun and games," that it weakens the teaching of the "basics." Just as stoutly, career education advocates maintain that career education helps students learn abstruse concepts by relating these concepts to concrete applications, that it motivates students by showing relationships between the academic world and the world of work, that it in general strengthens basic skill development.

Q. Have there been previous studies of this nature?

A. It is not the purpose of this document to review exhaustively the literature in terms of the problem but it should be noted that Dr. Clayton Omvig conducted two previous studies concerning the effects of career education in the Kentucky Valley Educational Cooperative.

The first study was conducted after the first year of the program (1974). The main conclusion germane to this study states: "Academic achievement levels did not vary to any great extent between the groups. This was expected since a one-year time frame is probably too short for significant academic achievement level changes."

The second study was essentially a replication of the first one and was conducted in 1976, three years after the inception of career education in the KVEC. The most pertinent (to the current study) conclusion drawn by Omvig is as follows:

> *Sub-hypotheses were also tested relative to group differences (Career Education versus Non-Career Education). The null hypothesis predicting no significant difference between the groups on achievement scores was rejected on five subtests for fourth graders and two subtests for eighth graders. In all cases, the Career Education students had the higher scores. No significant differences were found for eleventh graders; therefore, the null hypothesis was not rejected. Overall, Career Education students tended to demonstrate higher achievement scores. Only in a few cases (mostly in the eleventh grade) did Non-Career Education students consistently score higher. The scores were not significantly higher.*

But these studies were more global in nature, studying other factors than academic achievement. And, according to Omvig they used a quasi-experimental design. The current study uses a tight, experimental, pre-post test design.

Q. **What was the specific objective of the study?**

A. One of the objectives for the Career Education Project of the Kentucky Valley Educational Cooperative for 1978-79 was stated as follows:

> TO PROVIDE A RELIABLE CORRELATION OF HOW THE "BASICS" ARE STRENGTHENED BY IMPLEMENTING CAREER EDUCATION UNITS, CAREER EDUCATION CONCEPTS AND/OR SKILLS INTO THE EXISTING CURRICULUM. It is anticipated that ninety per cent (90%) of the career education students compared to the non-career education students will show a higher achievement in the "Basics" (Reading, Mathematics, and Effective Communication—both written and oral), using the California Comprehensive Tests of Basic Skills (CTBS) on a pre-post test design.

Q. **What was the population and sample?**

A. The population consisted of all students within the KVEC area. The sample groups included intact classes at the third, fifth and tenth grade levels.

Q. **What instrument was used and how was the data collected?**

A. The California Comprehensive Tests of Basic Skills (CTBS) is a testing series designed to test student skills in reading, language, arithmetic, and study skills (State-Wide Testing Program, p. 4). There are four levels in the testing program: Level 1 accommodates the second half of Grade 2 and Grades 3 and 4; Level 2 covers Grades 4, 5, and 6 overlapping Level 1 and Grade 4; Level 3 includes Grades 6, 7, and 8 overlapping Level 2 and Grade 6; and Level 4 is addressed to Grades 8, 9, 10, 11 and 12, overlapping Level 3 at Grade 8.

Levels 2, 3, and 4 of the CTBS Battery include the following tests:

Reading Vocabulary
Reading Comprehension
Language Mechanics
Language Spelling
Arithmetic Computation
Arithmetic Concepts
Arithmetic Applications
Study Skills Using Reference Materials
Study Skills Using Graphic Materials

The total battery consists of 318 multiple-choice items; 85 items relate to Reading, 85 to Language, 98 to Arithmetic, and 50 to Study

Skills. The tests were administered in accordance with the instructions outlined in the Examiner's Manual. Two to three days were required in most instances to administer the tests.

Study skills scores were omitted from the study.

Tenth grade students were pre-tested by the Regional Career Education Staff and participating teachers in November, 1978. Pre-test data for the third and fifth grade students came from the Statewide Testing Program administered in April, 1978, and already on hand in the participating school districts. Post-test data for all grade levels came from the Statewide Testing Program administered in April, 1979.

Q. How were participating schools and teachers selected?

A. First the regional career education staff selected three systems that were contiguous and convenient. Then, we asked the career education coordinator in these systems to identify teachers at each grade level who might like to participate. A list of guidelines was communicated to the identified teachers via the career education coordinator. Some chose not to participate after studying the guidelines.

Q. Was there bias in the selection process?

A. Only in that it was a strictly voluntary program, and it can be assumed that participating teachers were confident and competent. There is good reason to believe that any system in the Kentucky Valley Educational Cooperative could have provided classes such as those in the experimental group.

Q. How was the control group selected?

A. Again, the two major criteria were convenience for the Regional Career Education Staff and accessibility. A large school system in KVEC was without a career education coordinator and career education was not being "pushed" for various reasons. Personnel in this system agreed to let the KVEC-CE staff have access to their test data for control purposes. To the knowledge of this writer, those in the control group did not benefit from the career education treatment during the time span of this study.

Q. Were there guidelines developed for the implementation of this program?

A. Following is a set of guidelines that were distributed to the career education coordinators and later used in the orientation process with participating schools and teachers. Although part of this information overlaps other questions, the guidelines are included in total because of their importance in the implementation process.

Implementation Guidelines for Objective No. 4

1. It is proposed that the experimental group consist of three third grade classes (from three different school systems); three fifth grade classes (from three different school systems); and four tenth grade high school teachers (from two different systems).
2. It is proposed that the control group come either from comparable schools within our region or from systems contiguous to Kentucky Valley Educational Cooperative.
3. It is proposed that the teachers who participate will teach one unit per semester that will emphasize the teaching of the BASICS and PRINCIPLES OF CAREER EDUCATION. For example, a fifth grade class may wish to invite a bank vice-president to class who will not only make them aware of careers within the banking field, but will teach them how to figure principal and interest in at least three different ways.
4. It is proposed that each participating teacher use at least seven (7) of the following career education principles in the teaching of the unit:
   - ✓ Emphasize how the subject matter is used by persons on the job;
   - ✓ Reward students for what they have accomplished rather than pointing out what they still need to accomplish;
   - ✓ Bring variety to the classroom by looking beyond the classroom walls for resources;
   - ✓ Consciously and conscientiously provide rewards to students who exhibit and practice such basic good work habits as (a) coming to work (school) on time; (b) completing assignments that are begun; and (c) cooperating with one's fellow students;
   - ✓ Practice learning by doing;
   - ✓ Practice decision-making skills with the class;
   - ✓ Attempt to reduce sex and race bias in career thinking;
   - ✓ Help students develop a sense of constructive work values, such as, Why should everyone work? Or, how does one cope with drudgery or demeaning tasks such as cleaning up the rest room;
   - ✓ Help students broaden their horizons in terms of career choices;
   - ✓ Help provide information for the job requirements for a large number of careers;
   - ✓ Help students to critically evaluate our free enterprise system;
   - ✓ Consciously and overtly hold high expectations for the class; and
   - ✓ Push, guide, lead, cajole, and love the class to extend itself to the utmost of its ability.

5. It is proposed that the teachers involve, intertwine, and emphasize the basics at every turn. Put another way, every activity, career education or otherwise, should be aimed at teaching a basic skill or concept.
6. It is proposed that participating teachers, their principals, their career education coordinators, and their superintendents meet with the regional career education staff for a two-day orientation session at a to-be-selected school a week prior to the implementation of the career education units. During the sessions, the regional staff will explain the mechanics of the objective as well as explain ways and means of achieving and implementing the career education principles. The career education coordina-

tors will explain, give examples and show by demonstration and involvement how subject matter can be strengthened by using the career education principles at the specified grade levels above.

7. The teachers will brainstorm with their counterparts ways and means of strengthening the basics within their career education units and will share with the group their findings. Principals will work alongside their teachers to offer suggestions and provide support for the activity. Superintendents will serve as advisors.
8. It is proposed that the regional staff will visit each teacher, at least once every two weeks, sit in on the instruction, take notes and confer with teacher and career education coordinator. It is proposed that the regional career education staff be allowed to bring visitors to class and to make suggestions, tactfully, of course, to the CEC and teacher.
9. In short, this is a proposal to ascertain whether the basics can be strengthened via career education under a well-planned and exemplary situation.
10. It is hoped that you will choose to be a part of this exciting opportunity.

Q. Were the principles of career education identified in the guidelines explained to participating teachers?

A. Yes, these were developed in some detail during the orientation meeting. Following is the development of principles No. 2, "Reward students for what they have accomplished rather than point out what they still need to accomplish."

EXAMPLE: Recently a young man was trying to develop his punting skill for his high school football team. He had marked off with stakes distances of 33 yards, 35 yards, and 40 yards. When he first began, he averaged 29 yards for 20 punts. Gradually, his average climbed to 34 yards, but as so often happens in a performance feat, he reached a plateau and regressed. He became discouraged in his attempt to reach an average of 40 yards which was his goal. But then his coach pointed out that he had begun with an average of 29 yards and had made good progress and to look, dwell, celebrate, and feast on his accomplishments. This backward look reduced his anxiety and he once again began to progress toward his goal.

EXAMPLE: Look at that room you have already cleaned rather than the five you have still to clean when you have only one hour before company arrives.

EXAMPLE: Instead of becoming discouraged at all the weeds in your garden, rejoice over the one row you have already weeded.

EXAMPLE: Tell me not that it is partly cloudy, rather say, "It is partly sunny today."

The point is that a positive frame of mind gives us a psychological edge that enables us to produce more effectively.

In the teaching of these two units, let us try this experiment: instead of telling the student that he or she missed three, let us tell him or her that he or she got 17 correct. Let us mark those that are correct boldly and conspicuously. Let us mark those that are wrong unobtrusively. Let us tell the class that twenty-five are behaving nicely, not that two or three of you are being disruptive."

Q. To what extent were these guidelines followed?

A. The orientation session schedule was modified for the convenience of the participants and visits by the regional staff were reduced to once each semester, because participating teachers did not particularly like the disruption which visitors cause in their classes.

Q. Was the career education treatment consistent?

A. Generally, yes. However, one participating teacher at the fifth grade level resigned during the year after completing one unit and this class was handicapped by having to adjust to a new teacher. And, at the high school level, participating teachers tended to weave into their subject areas career education concepts and principles while the third and fifth grade level teachers normally fused subject matter and basic skills into their career education units.

Q. When did the career education treatment take place?

A. Participating teachers were urged to finish one career education unit or emphasis prior to Christmas, 1978, and the other unit or emphasis prior to April, 1979. However, a severe winter caused some disruption in the schedule.

Q. What was the length of the career education treatment?

A. It was suggested that a six weeks time frame each semester should be the goal, although this was not strictly adhered to. Some spent only two-three weeks on their units *per se*, but were involved in other career education activities above and beyond their units such as "utilizing the principle of rewarding students for what they had accomplished" throughout the semester.

Q. What role did the Regional Career Education Staff play in the career education treatment?

A. The primary function of the career education staff was that of encouraging participating teachers. As mentioned previously, it seemed more appropriate as we got into the experiment to limit our visits to participating teachers to once each semester and that is what we did.

It was also the intention at the beginning to make suggestions to participating teachers but this is a "touchy" proposition in that the regional staff are not directly employees of the local school systems, and our relationship could have been strained if suggestions were either untactfully made or sensitively perceived. Therefore suggestions from the regional staff were minimal.

Moreover, participating teachers appeared to be doing an outstanding job and needed little guidance from the regional staff. Probably the only generalizable area of deficiency was in the area of teaching listening skills. But this deficiency appears to be widespread throughout the KVEC area.

To summarize, the regional staff arrived for the observation, stayed for approximately forty-five minutes, positively reinforced the teachers, on occasion served as resource persons, assisted in the arrangement of field trips, and interviewed participating teachers after the completion of the program.

Q. What career education units or emphases were taught in the program?

A. "The Veterinarian," "The Telephone," "The Newspaper," "Our Environment," "The Library" and "The Dentist" were taught at the third grade level. "Marine Science," "Home Economics" and "Being Yourself" were taught at the fifth grade level. "Economics of Home Ownership," "Buying and Selling Stocks," "Careers in Focus," "Everyday English" and "English in the Business World" were among the emphases at the tenth grade level.

Q. What are some examples of the career education treatment?

A. THIRD GRADE — "THE TELEPHONE"

The teacher of "The Telephone" utilized extensively free materials from the Bell Telephone Company. Following is an excerpt from one of their publications, *Telezonia.*

> *The use of an everyday instrument like the telephone is an example of language arts and social studies in process. Think about people you know who handle themselves exceptionally well on the telephone. They speak clearly, distinctly, and confidently. They listen attentively and treat the person on the other end of the line courteously ...*
>
> *Kindergarten and first grade children are, of course, eager to be independent, to tie their own shoes, to tell time, to tune the TV, to make their own telephone calls. The telephone is one instrument that can help them to develop the feelings of poise and self-confidence that accompany such skills.*

THIRD GRADE — "THE NEWSPAPER"

The teacher utilized a local newspaper editor as a resource person, a trip to a newspaper office, and the production of a student newspaper as career education foci. Following is a portion of the student newspaper.

KET AT W.B. MUNCY

KET AT W.B. MUNCY

This year at W.B. Muncy we have started KET. In an interview with Mrs. Maggard she explained that KET means Kentucky Educational Television. The school has two colored TV's. The classes will be allowed to take a TV to their room to watch such programs as "Word Feathers", "Math-Country", "Cover to Cover", and "Kentucky History".

by Polly Begley

NATIONAL LIBRARY WEEK

W.B. Muncy students enter National Library Week 1979 Statewide Contest. The students will win a chance to represent Leslie County. Winners will be awarded with an afternoon with Kentucky's finest at the Governor's Mansion.

It was sponsored by the Kentucky Library Association in conjunction with Kentucky's observance for the International Year of the Child.

FIFTH GRADE — MARINE SCIENCE

(Following is a portion of the bibliography developed for the unit):

1. Adrian, Mary, *Fiddler Crab*, E.M. Hale and Co. 1961
2. Asimov, Isaac, *ABC's of the Ocean*, Walker and Co. New York, 1970
3. Barnett, Lincoln, and the Editorial Staff of Life, *The World We Live In, The Development of Life; The World We Live In, The First Four Billion Years*, Time Inc., New York, 1955
4. Bartlett, Margaret F., *Where the Brook Begins*, Thomas Y. Cromwell Co., New York, 1961
5. Bauer, Helen, *Water, Riches or Ruin*, Doubleday and Co. New York, 1959
6. Bergaust, Erik, *Colonizing the Sea*, G.P. Putnam's Sons, New York, 1976
7. Black, Erma S., *Busy Water*, Holiday House, 1958
8. Buck, Margaret, *Along the Seashore*, Abingdon Press, New York, 1964
9. Buehr, Walter, *Sea Monsters*, W.W. Norton and Co., New York, 1966
10. Carr, Marion B., *The Sea and Shore*, Golden Press, New York, 1959

FIFTH GRADE — MARINE SCIENCE

The teacher conducted a spelling match between two groups of students on terms they had encountered and mastered during the unit. The spelling match was via a baseball game with those who spelled a word correctly advancing on the bases. The team that scored the most runs won the game. Competition was keen, group support for individuals was much in evidence, and interest was extremely high.

TENTH GRADE — CAREER EDUCATION IN ALGEBRA II

Part of the genius of career education is its emphasis on the practical, of relating academic concepts to the work world. Following are some examples:

- ✓ while working with inverse variation, the class solved problems dealing with frequency and radio waves.
- ✓ computed the cost of electricity for the average family
- ✓ related "parabola" to headlights on a car, the path of a rocket
- ✓ related "circle" to wheels on a car
- ✓ solved problems of farmer concerning the number of rows and number of trees to plant in a given area.

TENTH GRADE — ENGLISH AND THE WORLD OF WORK

Following are some excerpts from a summary written by one of the participating teachers.

BACK TO BASICS

We started this unit by having a class discussion of how one can use grammar in the everyday jobs. At first, the students saw no need for grammar at all. As the discussion continued, they began to offer suggestions as to some ways all jobs required a minimum knowledge of the English language. After our discussion, each student wrote a paragraph explaining what he or she wanted to do when he or she graduated from high school. Then the student told how the knowledge of the correct grammar usage and English skills could help.

Another thing which we did during this unit was to search through the want ads of the newspaper to see the kinds of jobs available, the skills involved, and the pay and fringe benefits which accompanied these jobs. Each student then chose ONE job which he or she was interested in. We studied business letter writing discussing the proper forms, capitalization, punctuation, etc., related to business letters. The student then wrote a letter applying for the job he or she had chosen from the newspaper want ads. After this, we talked about the different types of applications and how to fill one out. We used sample applications so that each person had one to fill out.

Q. Were there special difficulties in conducting the study?

A. Probably the greatest difficulty was in grading the California Tests of Basic Skills. It takes approximately 15 minutes to hand score a test and converting the raw score to grade equivalency consumes more time. To be sure, we were able to use much data from printouts from the testing service of the Kentucky State Department of Education, but there was no pre-test data for the tenth grade, either in the experimental or control group; therefore, the entire tenth grade sample had to be pre-tested, including the control group. Unwisely, we chose to hand score these tests.

Another complicating factor concerned the problem that the pre-tests of the tenth grade was Form Q of CTBS, whereas the State Testing Program used Form S. Conversion of Form Q scores to S scores, as we did them, was a six step process, again time consuming and laborious.

APPENDIX

Analysis of Achievement Measures

by Dr. Clay Omvig
College of Education
University of Kentucky
August 15, 1979

Presented in this section of the document are the results obtained through the analysis of academic achievement data. The "basics" achievement data were collected from participating groups of third, fifth, and tenth grade students. The teachers of the career education group of students participated in the "Back to the Basics" program, utilizing career education as the medium. The non-career education group, the control group, was selected from a similar school setting which did not participate in the career education and back to the basics project. For all three grades, the groups were selected so as to minimize initial group differences which could accompany the group sampling procedure involving intact classes. Analysis of previous year test results revealed that the two groups were essentially the same prior to treatment.

Three summary scores from the California Comprehensive Tests of Basic Skills (CTBS) were utilized to test the null hypothesis of no difference between the two groups relative to posttest achievement data. The three summary scores were: (1) the Reading Total Score, derived from subtests for vocabulary and comprehension; (2) the Language Total Score, derived from subtests for mechanics and spelling; and (3) the Arithmetic Total Score, derived from subtests for computation, concepts, and application. CTBS scores were reported as grade equivalent scores. Means were generated for all student groups—career education and non-career education, and for males and females. The analysis of variance technique was utilized to test the hypothesis concerning the effect of the career education program on the measures of student achievement. A two-by-two (Sex by Group) analysis of variance was selected so that results could be analyzed regarding sex differences, group differences, and any interaction between sex and group. The .05 level of significance was established prior to data treatment.

The test for interaction between sex and group was non-significant, indicating that the group achievement data were independent from sex. In other words, the experience didn't affect boys any differently than it did girls. Since interaction was not present for any of the measures, the main effect variables group and sex could be analyzed separately. Summaries of this analysis appear in Tables one through three.

Presented in Table 1 are the results obtained from analysis of the third grade achievement data. No significant sex differences were identified. Boys and girls achieved at similar levels. However, two significant group differences were found. The career education group of students scored significantly higher than the non-career education group on both the reading and the language sections of the CTBS. Significant differences were not present for the arithmetic section; however, the career education group achieved a somewhat higher grade equivalent score.

TABLE 1. Analysis of Variance for CTBS Scores of Third Grade Students (By Sex and By Group)

Variable	SEX				GROUP			
	Males	Females			Career	Non-Career		
	$\bar{X}$	$\bar{X}$	F-Value	P	$\bar{X}$	$\bar{X}$	F-Value	P
Reading	3.58	3.80	0.81	.37	3.97	3.17	7.26	.01*
Language	3.58	3.97	1.75	.19	4.01	3.25	8.55	.01*
Mathematics	3.55	3.68	0.64	.43	3.81	3.42	3.11	.08

*P .05

Presented in Table 2 are findings relative to the analysis of fifth grade data. Again, two significant group differences were observed, both in favor of the career education group of students. Differences were present for the reading measure and for arithmetic. One sex difference was also observed, with girls scoring significantly higher than boys on the language section of the CTBS.

TABLE 2. Analysis of Variance for CTBS Scores of Fifth Grade Students (By Sex and By Group)

Variable	SEX				GROUP			
	Males	Females			Career	Non-Career		
	$\bar{X}$	$\bar{X}$	F-Value	P	$\bar{X}$	$\bar{X}$	F-Value	P
Reading	5.02	5.50	1.17	.28	6.22	4.29	20.55	.01*
Language	4.96	6.08	3.96	.05*	5.82	5.47	3.21	.09
Mathematics	5.34	5.79	1.30	.26	5.98	5.15	5.27	.02*

*P .05

The final analysis concerned tenth grade achievement data. These findings are presented in Table 3. One significant group difference and one sex difference were observed. The group difference again favored the career education students, with this group scoring significantly higher on the language section of the CTBS. The sex difference was for the CTBS arithmetic measure. Tenth grade boys scored significantly higher than girls on the math section of the test.

TABLE 3. Analysis of Variance for CTBS Scores of Tenth Grade Students (By Sex and By Group)

Variable	SEX				GROUP			
	Males	Females			Career	Non-Career		
	$\bar{X}$	$\bar{X}$	F-Value	P	$\bar{X}$	$\bar{X}$	F-Value	P
Reading	9.74	9.28	1.45	.23	9.85	9.17	2.56	.11
Language	9.48	9.77	0.19	.66	10.07	8.78	9.88	.01*
Mathematics	9.79	8.58	7.35	.01*	9.56	8.80	1.53	.22

*P .05

Overall, the analysis revealed results favorable to the career education group of students. This group of students consistently scored higher than did the non-career education group. Previous research conducted on the effects of the KVEC career education project also produced results which supported the positive effect which the program has had on basic academic achievement; however, those results were not as pronounced as those obtained for the present analysis, in which five of nine comparisons were significantly higher for the career education groups. This greater difference might be explained due to the extensive, one-to-one involvement of these students' teachers and the KVEC career education project staff.

APPENDIX E

"How To Involve The School And Broader Community In A Collaborative Career Education Effort"

"How To Involve The School And Broader Community In A Collaborative Career Education Effort"

Joe's TV Repair

BY: Hargus Rogers
Career Education Coordinator
Kentucky Valley Educational Cooperative
Hazard, Kentucky 41701
and
David Banks, Career Education Coordinator
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SPONSORED BY:
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A Definition of Career Education
by
Kenneth B. Hoyt
Director
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"Career education can be defined as *an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her way of living."**

---

*Hoyt, Kenneth B., *A Primer For Career Education*, 1977, p. 5.

"How To Involve The School And Broader Community In A Collaborative Career Education Effort"

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INTRODUCTION

Today's schools are, and will continue to be, the feeder system for our working world. This being the case, what relationship should the school and world of work have? If we continue to educate our youngsters for a world that doesn't exist, we will produce resources unusable for the present employer.

It seems all too clear that if a collaborative effort is put forth by schools, communities, and businesses, then our youth will be taught, prepared, and channeled into a world of work ready and able to contribute. Far too long, schools and businesses have snubbed noses at each other declaring no relationship exists. Greater than ever, students need not only to be proficient in the basics, but also to acquire skills necessary to enhance these basics as applied to the working world.

This document attempts to display techniques used by the Jenkins School System to bring the school and community closer together in order that students may reap the rewards of a real life situation and not that of a one-sided theoretical indoctrination.

Collaboration as viewed by some is just a sophistication of cooperation. But if one thinks momentarily of each, it becomes evident there is a drastic difference. To collaborate is to become involved for the betterment of each party concerned; to take blame for deficiencies existing in any given situation; to promote the intellectual endeavors of our students as they relate not only to academics but to work as well. Cooperation can be attained by being seditary or not getting involved, if you will, but to collaborate is to act in a communicative way, equally taking credit if all goes well or sharing the blame if it doesn't work.

The Jenkins School System perceived a collaborative effort as getting each segment of the community involved in making decisions that would provide a fruitful destiny for all students; to create a closer working relationship between the community and the school; to provide students with knowledge, skills, and attitudes necessary in gaining a meaningful, productive, and satisfying career.

What is Collaboration?

The term "collaboration", when applied to American education, is defined as a process involving shared commitment, responsibility, and authority between the formal system of education and various segments of the broader community for meeting identified learner needs.[1]

What is the purpose of this document?

To provide techniques that can be utilized to involve the broader community-business/labor/industry/professional/government/community service and church organizations and the home/family structure in a collaborative career education effort to conduct a school festival week.

Why a school festival week?

The Jenkins School System felt that the culminating activity of a school festival week would help achieve several goals.

Since the community of Jenkins is primarily a single industry community, there appeared a definite need to demonstrate a broader spectrum on the job scale. The collaborative council perceived that such a fair would give each student insight into other available jobs and organizations offered in, as well as out of, the area.

A successful school fair would indicate that several segments of the community could work on a mutual concern — the education of our youth.

Secondly, the feeling was that with several segments of the community collaborating in the educational effort of the school festival, the process and the product of education itself would be strengthened by this mutual concern.

Finally, the collaborative effort toward a school festival week would open channels of communication and make each segment of workers more knowledgeable and sympathetic toward the needs of the other.

Note: Needless to say, a school festival week as described in this document may not be feasible for some school districts. However, such an effort, if carefully executed, should bring the end results that were obtained by the Jenkins School System.

How did the Jenkins School System undertake this task?

The superintendent secured the board's permission;

The superintendent and Career Education Coordinator appointed a collaborative council;

---

[1] Hoyt, Kenneth B., The Concept of Collaboration in Career Education, 1978, p. 1.

This council consisted of a cross-section of the broader community which was composed of representatives from business, labor, professionals, government, church, parents, students, and civic organizations;

The council members were contacted by a personal letter, then by telephone, requesting they serve. It is suggested that personal contact be made if time permits.

How many council members should there be?

There is no magic number of course, but probably one member from each segment of the community would make a number that would lend itself to an effective committee. Each representative should be urged to involve others from their field in the endeavor; for example, the representative from the church group should urge other denominations to get involved in the program.

After securing persons to serve, an orientation meeting was scheduled.

It's important this meeting be held during the evenings — such a time frame enables working members of the business world to be present, and affords a condusive atmosphere for an evening meal.

During the orientation session, a chairperson was elected to coordinate and chair future planning sessions. The chairperson should be an effective leader and have the time and interest to really get involved. (See Appendix A, Page 7.)

What was the involvement of the Council?

To work with the Jenkins School System in:

- formulating policies for a school festival week;
- planning, operating, and evaluating a school festival week;
- infusing the concepts of free enterprise, organized labor, and community resource utilization into the effort.

What procedure did the Council use to accomplish these goals?

A questionnaire was given to teachers and students for possible activities to be used. (See Appendix B, Page 8.)

After tabulation of questionnaires returned by teachers and students, the list of activities were finalized.

1. Career education units relating to the world of work would be infused with regular class work;

2. Displays and projects;

3. Spelling and math contests;

4. Demonstrations;
5. Beautification week;
6. Student radio programs;
7. Parent-teacher exchange (parent will become a teacher for a day);
8. Work experience (much emphasis placed on shadowing);
9. Business persons will set up demonstrations in classrooms;
10. Introduction to and displays of various careers in gymnasium. (This will constitute a career education fair);

How were these activities implemented?

Career Education units relating to the world of work were infused with the regular class work.

The career education concepts: **human relation skills, positive attitudes toward work, positive self-concepts, career/occupational awareness, educational awareness, economic awareness, and decision-making skills** were rigorously stressed during each unit.

An example of one of many units taught during the festival week follows:

* *

COAL: THE FORMATION AND ECONOMIC USES

I. Unit Objective

The sixth grade students at ____________________ Elementary School will become more aware of the various careers in the world of work by studying job opportunities related to coal. Through research, interviews, field trips, and role-playing they will increase their self-knowledge, educational, career, economic, and skill awareness. They will identify the educational requirements, skills and training necessary for jobs related to coal mining. The culminating activity of the unit will be a field trip to a nearby coal mine where the students will observe first hand the operations found there. Students will be evaluated by teacher made tests, reports, class participation and students' evaluation of the unit.

II. Subject Area Objective (Learner Outcomes)

A. Art

At the conclusion of the unit on Coal, ninety per cent (90%) of the sixth grade students at ____________________ Elementary School will be able to:

1. Participate in doing a mural showing the formation of coal.
2. Do a bulletin board showing the different jobs available in the coal industry.

B. Language Arts

At the conclusion of the unit on Coal, ninety per cent (90%) of the sixth grade students at ____________________ Elementary School will be able to:

1. Write letters of invitation and thank you notes to resource persons.
2. List, spell, and define twenty (20) new words related to the study of coal.
3. Use the encyclopedia for research reports on coal.
4. Give a short oral report on coal.

C. Math

At the conclusion of the unit on Coal, ninety per cent (90%) of the sixth grade students at ____________________ Elementary School will be able to:

1. Obtain information on the cost of extraction of coal and the retail value of it to learn the profit margins in coal production.
2. Compute the cost of the family fuel bill for one year, given the number of tons of coal used and the price per ton.

D. Social Studies

At the conclusion of the unit on Coal, ninety per cent (90%) of the sixth grade students at ____________________ Elementary School will be able to:

1. List the four steps in the formation of coal and be able to name the types of land forms associated with each.
2. Identify the five major coal producing areas of North America using a blank map of North America.
3. Construct a map of Kentucky and label the coal producing areas.
4. Tell how the people of a geographic region are dependent upon its resources for economic reasons.
5. List the five major types of coal mining and the regions of the United States where these methods are practiced.

E. Science

At the conclusion of the unit on Coal, ninety per cent (90%) of the sixth grade students at ____________________ Elementary School will be able to:

1. Describe the formation of coal and its developmental stages, and by using a geological calendar, relate the time of formation to the era of time.
2. Do laboratory experiments to distill coal to determine its chemical make up.
3. List ten products obtained from coal and give three uses for each product.
4. List three advantages and three disadvantages of strip mining in relation to the ecology of the area.

III. Career Education Activities and Methods

A. Communication to Parents

1. A letter will be sent home to parents outlining the activities of the unit.
2. Some parents will be asked to serve as resource persons.
3. Permission slips for field trips will be sent home to parents.

B. Field Trips

1. A field trip will be taken to a nearby coal mine where students will observe first hand a real experience in the world of work.

C. Hands-On-Activity

1. The students will have the opportunity to handle the tools and equipment used by a coal miner when they take the field trip to the coal mine.

D. Role-Playing

1. Truck Driver
2. Coal Miner
3. Geologist
4. Mine Inspector
5. Mine Owner
6. Land Owner (whose land has been stripped)
7. Chemist

IV. Resources

A. Resource Persons

1. Coal Miner
2. Truck Driver
3. Mine Operator
4. Land Owner

B. Visuals

1. Bulletin Board
2. Charts
3. Maps
4. Student-Constructed Maps
5. Television
6. Mural

C. Equipment and Other Materials

1. Arts Supplies
2. Films/filmstrips
3. Geological Calendar
4. Laboratory Supplies
5. Projector
6. Specimens of coal

V. Methods of Evaluation

1. Teacher made tests.
2. Class discussion.
3. Performance on experiments done in class.
4. Reports-oral and written.
5. Students' evaluation of the unit.

* * *

As a result of such units being taught the community became more involved with classroom activities by serving as resource persons and by visitation of the classrooms.

A Career Education fair was conducted during a regular school day by community leaders.

How was this Career Education fair conducted?

Demonstrations were given by business persons during a regular class period. Students had the opportunity to attend the session of their choice.

Display booths were set up for students to observe and gather information pertaining to the career represented at each booth.

Booths were constructed by representatives by businesses and community organizations listed below:

- Beth Elkhorn Mining Company;
- Jenkins Health Clinic;
- Jenkins Bank
- Jenkins Fire Department
- South Central Bell Telephone Company;
- University of Kentucky Wood Utilization Center;
- Standard Oil Company;
- City and County Government;
- Kiwanis Club;
- Senior Citizens;
- Church Organizations;

What benefits can be derived from this collaborative effort?

- clear-cut involvement and support from community;
- increased enthusiasm of teachers and administrators;
- increased interest and enthusiasm of students, which should be rewarding as interested students generally learn more; and
- a clearer insight of the school as viewed by the community.

CONCLUSION

The Collaborative effort conducted by the Jenkins School System is just one way of utilizing the resources of the local community. This document should be used as a model or guide only and altered to meet the specific needs of the locality and clientele involved.

It is the author's opinion, however, that from such an effort, specific learner outcomes can be achieved that are condusive to the population of each school district. The community will,no longer view the school with apathy, but becomes involved with operations and consequently understands the needs of the school. Collaboration combined with career education can do nothing but equip a young person with skills necessary to survive in a competitive working world.

APPENDIX A

AGENDA

COMMUNITY COUNCIL MEETING
ELKHORN COUNTRY CLUB
JENKINS, KENTUCKY

January 30, 1979

INVOCATION	Mr. David Banks
MEAL	
WELCOME AND INTRODUCTION	Dr. Stephen Towler Superintendent
SLIDE/TAPE PRESENTATION K.V.E.C. – CAREER ED. PROGRAM	Mr. Hargus Rogers
PURPOSE OF COUNCIL AND COLLABORATIVE EFFORT	Dr. Owen Collins Mr. Hargus Rogers
INVOLVEMENT OF THE JENKINS SCHOOL SYSTEM **(Elect Chairperson for Council)**	Mr. Banks Dr. Towler
QUESTIONS AND ANSWERS	
ADJOURN	

APPENDIX B

CAREER DAY QUESTIONNAIRE

PLEASE HELP US PLAN YOUR CAREER DAY, ______________

Select the three careers in which you feel you have an interest. This will assist us in finding persons who have achieved success in your fields of interest to talk with you during our Career Day. Attached is a list of professions and occupations you would like to hear about. You will be assigned to sessions according to your wishes.

List choices of vocations or careers below:

First Choice ______________________________

Second Choice ______________________________

Third Choice ______________________________

- -

This portion will be completed and returned to you when the arrangements for the program have been made.

Name ____________________ **Homeroom** ______________

Grade ______________

You have been assigned to the following sessions for Career Day. This was done according to your wishes unless there was a conflict in the schedule.

	Subject	Room No.
1st Period	______________	______________
2nd Period	______________	______________
3rd Period	______________	______________

APPENDIX F

"How To" Career Education and The Exceptional Child

74

Career Education and The Exceptional Child

BY: Dr. Owen Collins
Career Education Coordinator
Kentucky Valley Educational Cooperative
Hazard, Kentucky 41701

SPONSORED BY:
The Kentucky Valley Educational Cooperative

Elwood Cornett, Director

Career Education Staff

Mr. Elwood Cornett	Mr. Hargus Rogers	Dr. Owen Collins
Director	*Assistant*	*Assistant*

Kentucky Valley Educational Cooperative
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*Hoyt, Kenneth B., *A Primer For Career Education*, 1977, p. 5.

CAREER EDUCATION AND THE EXCEPTIONAL CHILD

Edited By:
Owen Collins
Career Education Coordinator

Elwood Cornett
Director

and

Hargus Rogers
Assistant

Kentucky Valley Educational Cooperative
Career Education Program
Hazard, Kentucky 41701

ACKNOWLEDGEMENTS:

Those who made significant input into this booklet include:

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Career Education Coordinator
Wolfe County Schools, Campton, Kentucky

Martha Turner
Career Education Coordinator
Owsley County Schools, Booneville, Kentucky

Beckham Caudill
Career Education Coordinator
Letcher County Schools, Whitesburg, Kentucky

Joyce Fortney
Career Education Coordinator
Leslie County Schools, Hyden, Kentucky

CAREER EDUCATION AND THE EXCEPTIONAL CHILD

Q. What is meant by "exceptional child"?

A. "Exceptional" in this document refers to those students in the school systems of the Kentucky Valley Educational Cooperative who are classified as trainable mentally retarded (TMRs), educable mentally retarded (EMRs) and the gifted or talented.

Q. Are there assumptions that need to be made in developing programs for the exceptional child?

A. Yes. Assumptions need to be made concerning their rights, abilities, behavior, evaluation, learning rates, and funding. The assumptions made in our program were:

★ Every student has a right to an education, regardless of his or her ability or handicap.

★ Many handicapped students have abilities that have not been traditionally rewarded in our schools; e.g., a child who cannot read may have manipulative skills.

★ Divergent behavior is a pattern among exceptional children and should be accepted whenever possible. For example, a gifted or talented student may become a troublemaker. Recognition of this pattern is the first step in developing a more responsive curriculum.

★ Traditional measures of success are largely inappropriate for evaluating the outcomes of the exceptional child programs. For example, a child may not learn to read but on the other hand, develop a skill that is much needed and rewarded in our society.

★ The pace of learning for students will be different—maybe faster, maybe slower—from those in a traditional program.

★ Programs for the exceptional child will require more individual instruction and will consequently be more expensive.

Q. What career education concepts and methods are most appropriate for the exceptional child?

A. Positive self-concept development is perhaps the most important. Often, the exceptional child is severely stung by peers who ridicule his or her abnormality. Activities that promote the value of uniqueness are excellent in helping the exceptional child to accept those characteristics that make him or her exceptional. Some examples are:

★ Most everyone in a class has a different name, different color of hair, different body build, different metabolic rate, etc.

★ No two leaves of trees are identical; no two snowflakes are the same; no clouds are the same in shape, color and size.

★ One store made a fortune from seconds in overalls that were classified as salvage material.

Closely related in importance to positive self-concept development is development of human relation skills. TMRs and EMRs may be underdeveloped in positive group behavior simply because of semi-isolation. Activities designed to promote group work can help in this regard. For example, teachers can easily make group projects out of traditional individual activities such as assigning a crossword puzzle to three students rather than to individuals; games can feature group competition as well as individual performance, etc.

An approach that has worked well for a gifted and talented program in the Kentucky Valley Educational Cooperative area is values clarification. One activity involves the students in a fallout shelter with only a limited number being allowed to survive. The group must decide the survivors by using persuasion.[1]

Career Awareness is another career education concept that is appropriate for the exceptional child. One of the difficulties that plague the exceptional child is role and sex stereotyping, particularly among TMRs and EMRs. We tend to think a paraplegic cannot do certain things, for example. Amazing accomplishments by individuals, such as driving a motorized wheel chair through a city park, should loosen our concept, however. A goal for the career education program for the exceptional child should be to introduce them to as many career experiences as possible, even to those that we may think are impossible. Let the students *experience* cake decorating, sign printing, car repair, assist a mortician, preach a sermon, mop the floor, and wait a table. And experiential learning leads to another important area of career education; namely, the most important methods:

★ Experiential learning:

Exp.: Although this method is effective with all groups of students, it is particularly appropriate for the exceptional child because of his or her uniqueness.

Ex.: (1) Interns
(2) School work program

★ Simulation:

Exp.: Although this method has similarity to the preceding one, it differs in that it is not the "real thing."

Ex.: (1) "Cave-in" for values clarification
(2) Grocery store for EMRs

---

[1] For more information, contact Floyd Hiner or Joyce Fortney, Leslie County Schools, Hyden, Kentucky 41749.

★ Role-playing:

Exp.: This method tends to help the self-concept of students.
Ex.: (1) Role-play entertainers
(2) Role-play careers of school personnel

★ Resource persons:

Exp.: This is an excellent method for broadening career awareness among the students.
Ex.: (1) Interview firefighters
(2) Interview attorney

★ Field trips:

Exp.: This is particularly appropriate for EMRs and TMRs in our area because many of them have very limited experiences.
Ex.: (1) Trips to zoo, state parks, environmental centers
(2) Visit a mortuary and observe embalming

Q. What does career education emphasize in the curriculum?

A. Career education strongly endorses that which is functional and practical. This does not obviate learning for learning's sake which may "turn on" many gifted and talented, but particularly with TMRs and EMRs, career education tries to match learning with where the students are. Some examples we have tried on are:

★ Learning to read and write by filling out an order to a mail order catalog store.

★ Learning basic skills by filling out application forms, social security forms, and credit company reports.

★ Learning to read by studying the drivers manual.

★ Learning vocabulary by labeling the tools and equipment of the custodian.

Q. What are some ways of implementing career education into the curriculum?

A. One approach is for the teacher to develop a career education unit—for example, "Community Helpers"—and weave the basic skills of reading, writing and arithmetic around the career education concepts. Reading materials, for example, would be related to firefighters, police officers, and county officials. This approach works well if the teacher has a self-contained group.

Another approach of fusion could be called the "Lesson Plan" approach. Rather than becoming involved in a unit of career education, teachers—either regular or special education—simply fuse a career education objective with a basic skills objective. For example, when the class is working on a crossword puzzle concerning the post office, the teacher may have a class discussion on workers in the post office or have some of the class interview a mail carrier.

Q. What are some career education units for special education students?

A. "The Janitor and His Work," "Good Grooming," "The Dentist," "Grocery Store," "Community Helpers," "School Helpers," "The Post Office," "Pets," "Clothing Store," and the "Transportation of Coal" are units which have been successful in our area.

Q. What are some activities that have been successful in working with the gifted and talented?

A. One of the most successful activities in our area involves a creative writing class that produces its own publication with students doing their own writing, printing, binding and circulation. An example of this work is included below. Various jobs are assumed by members of the class.

"Seeing The Wallpaper"*

Into the room stalked a man
  sharp and impatient
Who, seeing the wallpaper,
Became bothered,
  and turned and went
Only to find more annoying patterns
  later.
Into the room strayed a woman
  inane yet content
Who, seeing the wallpaper,
Supposed it appropriate
  and turned and went
And thought the same of all she saw
  afterwards.
Into the room wandered a boy
  blind and indifferent
Who, not seeing the wallpaper,
Had neither remarks nor objections,
  and turned and went
And stumbled on.

—Lisa Carroll

---

*For further information contact Creative Writing, Wolfe County High School, Campton, Kentucky 41301.

Another successful activity involved a mini-unit on Child Abuse. Following is an outline of this activity.

CHILD ABUSE: MINI-UNIT

I. Brainstorm: What would I like to know about child abuse? Who—Why—Where—When—How

II. Individual Research

III. Resource Person:
  1. Doctor: Brad Gasgoine, Mary Breckinridge Hospital, Chairman of Leslie County Child Abuse Committee

IV. Resource Materials:
  1. Magazines: *Newsweek, McCalls, Ladies Home Journal, Psychology Today, Family Health, Time*

  2. Newspapers:
    (A) *Courier-Journal*, Louisville, Ky.—Several articles and series.
    (B) *Herald-Leader*, Lexington, Ky.—Several articles and series.

V. Video Tapes:
  1. ABC: "The American Family—An Endangered Species"
  2. KET: "Raised in Anger"—Child Abuse Special by Ed Asner

VI. Group Discussion (Values Clarification)
  1. Mirror—Abuser and Abused
  2. Evaluation—"I Learned" statements

Implicit career education occurred as the students were exposed to those who worked with child abuse.

Finally, a mini-unit on death involved students with the careers of physician, minister and mortician. Do you know how a mortician fastens the lips of a corpse? These students learned! Following is an outline of this unit:

DEATH: MINI-UNIT

I. Brainstorm: Good and bad things about dying.

II. Individual projects on death

III. Resource Persons:
  1. Doctor—Dr. R. Beasley, Mary Breckinridge Hospital
  2. Minister: Rev. Leonard Hood, Hyden Presbyterian Church
  3. Mortician: Mr. Dwayne Walker, Hyden, Kentucky

IV. Field Trip: Walker's Funeral Home

V. Resource Materials:
1. Magazines: *Newsweek, McCalls, Ladies Home Journal, Psychology Today, Todays Health, Time*

2. Paperbacks: On reference sheet.
3. Newspapers:
    (A) *Courier-Journal. "Lifelines."* 5-part series from book *Lifelines* by Lynn Caine, March 1976.
    (B) *Courier-Journal. "Death: Helping the Dying and Their Families Face It."* January 15, 1978
4. Books:
    (A) Taber's *Cyclopedic Medical Dictionary.*
    (B) *Family Health Guide and Medical Encyclopedia*
5. Video Tape: "Tomorrow Show." NBC. Kathryn Khubler-Ross
6. Death certificates
7. Uniform donor cards
8. Wills

VI. Group Discussion (Values-Clarification)
1. Four Walls—"Life After Death"
2. Evaluation—Group discussion*

ADDENDUM

EDITOR'S NOTE: Although "gifted and talented" is included above, the following is included because of its quality and comprehensiveness.

How To Infuse Career Education with Gifted/Talented Education

by Joyce Fortney
Career Education Coordinator
Leslie County Schools, Hyden, Kentucky

In this portion of the document, we will deal with career education and the gifted/talented child. We will use a question/answer format, beginning with some basic facts about identifying gifted children, then continuing with the career education emphasis.

1. Is discussion of the gifted and talented justified in a document for exceptional children?

Yes and no, depending upon which state you're in. The state of Kentucky does not include gifted/talented education under the Bureau of Exceptional Children. Rather, it is housed as a separate unit under the Bureau of

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*Further information may be obtained by writing to Floyd Hiner or Joyce Fortney, Leslie County Schools, Hyden, Kentucky 41749.

Instruction (KRS 158.600). However, the state of Florida does include gifted education as the opposite end of the continuum for exceptional children. Discussion is still aloft at the national level as to which area to include gifted education. As of yet no legislation has been passed to provide national continuity with State Departments of Education.

2. Who are the gifted?

There are many definitions for the gifted child. The Kentucky State Board of Education has adopted the definition as written by the United States Office of Education, which states: "Gifted and talented children are those, identified by professionally qualified persons, who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society."

Students' abilities may be found singly or in combination in any of the following areas:

A. Academic Areas
  1. General intellectual activity
  2. Specific academic aptitude
  3. Creative thinking

B. Visual and Performing Arts

What are some measures for screening and selection of gifted/talented children and youth based on the preceding areas?

Suggested measures for screening are as follows:

A. Academic Areas

1. General Intellectual ability—
  a. Group intelligence test scores—
  Those with an I.Q. of 125 or better are likely candidates. However, if the child excels in other areas, a lower I.Q. score may be used (or individual I.Q. tests may be administered).

  b. Achievement Test Scores—
  Standardized norms are used in most achievement tests. High ability is usually indicated by scores at least two grade levels above that of the pupil, in the eighth or ninth stanine, or a percentile rank at or above 95.

  c. School Records—
  Students with high grades *may be* gifted, but other factors may be involved than innate ability alone.

d. **Teacher Observations—**
When teachers fully understand the nature of giftedness, they may be able to yield invaluable insight.

2. **Specific Academic Aptitude—**

A specific aptitude can be measured by aptitude or achievement tests (CAT, CTBS, SRA, Stanford, Iowa Test of Basic Skills, Metropolitan). Eligibility again may be determined by scores two grade levels above that of the pupil, in the eighth or ninth stanine, or at the 95th percentile or above on verbal and/or performance scores. Test scores alone are not good indications.

3. **Creative Thinking—**

The quality of creative or productive thinking can be demonstrated through: (a) advanced insight; (b) outstanding imagination; (c) intense interest in one or more fields of achievement; (d) innovative or creative reasoning ability; (e) ability in problem solving; and (f) high attainment in original or creative thinking.

B. **Visual and Performing Arts—**

Ability and/or potential in the visual and performing areas may be determined through an outstanding performance, audition, evaluation of portfolio or product, or observable assessment. Judgment of outstanding talent may be decided by appraisals by specialized teacher, professionals in the field, and others who are qualified to evaluate the pupil's demonstrated or potential talent.

Screening of students should be a comprehensive, multi-dimensional asessment which includes measurable data (tests), social adjustment, and any other factors which may affect the child's ability.

4. Are gifted programs uniform in their offerings?

No. It is basically a question of needs—what is relevant for my school, my community, my students at this time. It depends also upon the level of sophistication of public school districts and/or academic institutions. What one school district may offer for gifted students another district may include with the total curriculum. The type of program depends too upon the setting, whether urban or rural. Socioeconomic factors and cultural considerations are vital to the type of program planned.

5. How does gifted/talented education relate to Career Education?

In every way—Career Education is life education. Gifted education is training special children for a productive place in society through exposure to as many enrichment opportunities as the student can manage and as the community can provide. It is the opportunity to infuse the career education concepts and skills of Career Awareness, Economic Awareness, Educational Awareness, Decision-Making Skills, Human Relation Skills, Positive Attitudes Toward All Types of Work, and Positive Self-Concepts.

6. How can you organize a program to include Career Education concepts?

First of all, double check to make sure you have included those concepts and skills mentioned in number four, then add one extremely important concept—problem solving. When kids must use analytical thinking processes, they are much better equipped to make wise choices in life.

7. What can be done within the regular classroom to incorporate these concepts?

Inservice training can be an excellent take off. Here teachers can be taught the characteristics and needs of gifted children and they can be given teaching strategies that would be effective in meeting the needs of gifted children. This training can help teachers learn to deal with individual differences and free gifted children from doing mundane work in which they are already competent. For classroom instruction teachers can provide learning centers where students can work independently on enrichment materials. There are several commercial materials available which encourage creativity if funding sources are available. The teacher can also utilize the school librarian or resource person to allow the child to go to the library or to a corner of the room for independent study projects.

Educational television is another alternative for the classroom teacher and would allow the gifted child to utilize decision-making skills by viewing the proper programs. Kentucky Educational Television has an excellent selection of films for challenging young minds at any age level. The use of earphones would provide independent work and little classroom disturbance.

Volunteer resource persons and/or other community resources are excellent ways to help develop students' awareness of self and others.

In the Leslie County program, the community has been a major part of the plan. We worked with the Kentucky Arts Commission and secured a local photographer who assisted elementary groups in photography projects utilizing county landmarks. The results of the 5th and 6th grade slide/tape were outstanding. The students put together a well-planned, concise presentation of major interest areas in Leslie County. The slides are available to the public through the public library.

The same photographer, along with the classroom teacher, helped the high school enrichment class to make a film, synchronize sound, issue credits, and splice the film where necessary.

Another major community involvement effort was via the internship program. This work program was for high school enrichment students only. The local Career Education Coordinator canvassed the community to see which businesses would sponsor a student worker. (Believe me, even small communities have lots to offer). Our small town of 800 population offered twenty employment opportunities (unpaid for internship) for forty-five students. The students worked 3 hours/week for 4 weeks (or until they had logged 12 hours). The high school teacher required the students to sign a contract, provide for release time from scheduled classes, and accept responsibility for arriving at the work site. Each employer completed an evaluation form weekly. At the end of the four week period, four students had acquired either summer employment or a Saturday job.

8. What are some key factors for considering gifted programs and career education?

   A. Consider individual needs—am I designing a program for an individual school, for a county, or an individual child. (Remember, you are working with only 3-5% of the student population.)

   B. Consider support services—make sure the administrative staff, teachers, parents, and community understand the program. Communication and public relations are of vital importance.

   C. Have patience—and be flexible. Remember that a child is a child first and gifted second.

APPENDIX G

Research Evaluation

EVALUATION REPORT

EFFECTIVENESS OF THE DISSEMINATION TASKS PERFORMED BY "CAREER EDUCATION IN RURAL APPALACHIA"

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December, 1979

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CHAPTER I

INTRODUCTION

Often, the dissemination of new educational methodologies and materials suffers a severe lag in time between production, testing, and sharing with the broader educational community. This is sometimes due to such products not being packaged for practical application in other settings or because final reports "collect dust on the shelf" rather than being made available to others.

The Kentucky Valley Educational Cooperative (KVEC) has been involved in career education since 1973, and they and their cooperating school districts have developed and refined numerous career education materials. In addition to development, the KVEC has also been acutely aware of the need for effective dissemination. As such, the Region has become recognized nationally as a successful model for implementing career education in a rural setting and has been provided three successive years of funding from the Office of Career Education, U.S. Office of Education, to serve as a dissemination site to communicate successful career education methods and materials to rural Appalachia. During all three years of such funding, the dissemination objectives have been quite similar. A newsletter was produced and disseminated throughout Appalachia; an open-house was provided for visitors to the project; and "How To" documents were produced and made available. These documents provided implementation/integration procedures as well as specified role responsibilities of the various professionals.

Evaluation of the first two years' funding revealed considered success and a positive acceptance of the materials and services disseminated through the projects. Therefore, a revised set of dissemination objectives were developed and included in an application for third year funding. This funding was approved by the Office of Career Education. Subsequent to this activity, a fourth year of dissemination related funding has been granted by the Kentucky Department of Education for purposes of conducting a statewide series of dissemination workshops for local district personnel, further evidence of the acceptance of the program.

The following portions of this report outline the findings of an evaluation conducted to ascertain the effectiveness of the dissemination activities conducted by the Kentucky Valley Educational Cooperative during FY 1979.

Research Questions

Five major project tasks were evaluated and reported in this document. The research questions and procedures followed are essentially the same as those developed and utilized during the previous two evaluations. Through survey research methods, answers were sought to the following questions:

1. Were the individual dissemination tasks undertaken in the communications project rated as effective by the field personnel? (Local district personnel from Appalachia)
2. What was the relative effectiveness of the dissemination tasks? That is, which were judged to be more effective than others?

3. Could different patterns of preference for the dissemination tasks be ascertained in relation to the specified purposes to be accomplished through the task, i.e., which were of most help for implementation, which were best for informational purposes?

Description of the Tasks

Visitation. An open-house to the project and the Region's schools was scheduled for the Spring, 1979. A schedule was established whereby individuals or groups could come to the Region and see career education activities "in action." All visitors were provided with a set of materials which were produced during the project year to be disseminated to local schools within the project. They also met with project staff, had an opportunity to personally interact with someone who was their own counterpart from within the Region, observed classrooms, and talked with students and teachers. The goal was for them to get a first hand view of how career education can work, plus the opportunity to question teachers and career education staff concerning procedures.

Newsletter. A newsletter, "The Communicator," was developed for dissemination to selected educators in rural Appalachia. Articles for the newsletter were developed by the project staff, by teachers, and by students. Material was solicited from the entire 13 state Appalachian Region served by the project. The newsletter was intended to alert educators to career education activities and available products and meetings. The issues contained feature stories and information on available materials dealing with approaches, processes, and techniques used in the region.

Career Education and the Basics. A research project was planned and conducted to ascertain the effects of career education on basic academic achievement. A group of experimental and control classrooms were selected to participate in the study. Pre measures of academic achievement were obtained from both groups. The treatment involved intensive and often one-to-one inservice help in relating career education to the basics for the teachers constituting the experimental (career education) group. The control group received no treatment. At the end of the year both groups were again measured and the research results analyzed. In addition, a "How To" guide was prepared on Correlating Career Education with the Basics. This guide, including the research findings, was disseminated as one of the major FY 1979 dissemination tasks.

Community Collaboration. As was the case with correlating career education with the basics, the community collaboration task also included both a project and a subsequent "How To" guide. A collaboration council was formed which included representatives from business, labor, professions, government, church, parents, and students. This group was responsible for formulating policies for a school festival week. The project was directed toward infusing the concepts of free enterprise, organized labor, and community resources into the educational program. The broader community was involved in a cooperative effort with the school. The "How To" guide which described the procedures utilized was disseminated as a culmination to this project task.

Involving Exceptional Children. A third "How To" guide was developed which was directed toward how to involve exceptional children in career education activities. Many teachers have expressed fear and alarm at the many different programs and objectives they are being asked to incorporate into the teaching/learning process. One of the primary concerns is mainstreaming the handicapped and/or providing special provisions for the gifted and talented. It is the position of the KVEC staff that career education can be used as an effective vehicle for combining several such societal concerns into the educational program, resulting in a meaningful and viable curriculum. The final dissemination task discussed in the report was the "How To" guide on involving exceptional children.

Objectives

The overall objective of the evaluation was to determine the effectiveness of the dissemination project by ascertaining the perceptions of those individuals exposed to the tasks. Additionally, these perceptions were compared, where appropriate, to the findings of the FY 1977 and 1978 evaluation reports of the effectiveness of those years' dissemination efforts.

More specifically, the objectives were:

1. To obtain a rating for each task regarding its perceived usefulness, quality and appropriateness.
2. To ascertain which portions of each dissemination task were best received by educators.
3. To ascertain what recipients of project materials did with those materials.
4. To obtain a ranking of dissemination tasks in terms of which ones were considered to be most effective.

5. To ascertain if the rankings varied by the purpose of the dissemination task.
6. To identify response variations due to position, level of educational responsibility, or years experience in career education.

CHAPTER 2

PROCEDURE

Population

The population utilized to assess the effectiveness of the various dissemination tasks performed by the Region XII project was obtained from those individuals who had made a personal visit to the project during the Spring open house. The project's dissemination activities were, of course, aimed at a much larger audience, but it was concluded that the best evaluation could be obtained from that group of people who had been exposed to all dissemination tasks, including the visit, rather than those who were only sent the material.

At the visitation, each participant completed an information card which included his/her name and address. This list was used in mailing the assessment instrument. Most respondents were exposed to five of the six dissemination tasks, the exception being the inservice education activities provided to selected local school districts in the rural Southeast. During the visitation, participants had an opportunity to see career education in action and ask whatever questions they might like. They were immediately put on the mailing list for "The Communicator" (newsletter) and were sent the earlier issues disseminated before their visit. While at the visit, they were briefed on the "inservice education" portion of the project, the "back to the basics" research project, and the community collaboration effort. They were also provided with previously developed career education materials and later were mailed "How-To" guides dealing with (1) Correlation of career education to the "Basics," (2) Involving the school and community through a collaborative effort, and (3) Involving the exceptional child. Thus, all visitors were familiar to some degree with all aspects of the project. They were informed that they would be mailed a questionnaire at a later date and were urged to respond as quickly and frankly as would be convenient for them.

Questionnaires were mailed to a total of 204 individuals. A response rate of approximately 50 percent was anticipated. The actual response rate of useable questionnaires was lower than had been expected (26.0 percent). Useable data were obtained from 53 questionnaires.

Data Collection and Instrumentation

A mailed questionnaire was used to attain the objectives specified for this evaluation. (See Appendix I) Questionnaires were developed which dealt with the respondent's perceptions of each of the five dissemination tasks individually. A final section requested overall evaluation data aimed at determining the relative effectiveness of the tasks, including data on the sixth task, local district inservice education.

On the first section of the questionnaire (individual task evaluation), the respondents were not asked to make any comparisons as to which dissemination tasks they preferred or which ones they considered were best performed by the project staff. Rather, they were to consider each task independently and identify which parts of the tasks were most effective. They were also asked what they did as a result of being exposed to that dissemination task and what their impression was of the task, including whether it was stimulating, of value, appropriate for them, of interest, and of value to them. These latter items were presented to the respondents via a seven-point, semantic differential scale (for example, the respondent could chose one of seven points along a scale ranging from "Not Helpful" to "Very Helpful").

The second part of the questionnaire was an overall evaluation of the dissemination tasks and included items designed to assess the relative effectiveness of the tasks. Considering overall impact or potential for impact, the respondents were asked to rank order the dissemination tasks from high to low. They were also asked for preferred combinations of tasks. In identifying combinations, the respondents were asked which two they would prefer and why. This procedure was utilized to identify preferences which might not be apparent from the simple rankings. They were next asked which one(s) they would eliminate from the list if they could only have four, then which one they would eliminate if they could have only three. In this way, information was provided on the rank order of the five tasks and also on combinations they preferred.

Dissemination activities were classified according to two purposes, information giving and help for implementation. The respondents were asked to rate each activity in terms of how well it fulfilled each purpose.

The final questions were designed to ascertain which dissemination tasks were preferred by the respondents for specific purposes, e.g., which one(s) would be best for workshops or teacher inservice, and which could best be used to help teachers implement career education in the classroom.

Demographic data were also obtained from the respondents to facilitate subgroupings of responses on two-way contingency tables. Considered most important were (1) responses by position, (2) responses by level of responsibility (K-6, 7-9, 10-12) and (3) years experience in career education (0-2, 3-5, 6+). Responses to most questions were grouped according to those classifications.

Data Analysis

Questionnaire data were coded on optical scanning sheets from which IBM cards were punched. The SPSS Statistical Package for Social Sciences was utilized for computer processing of the survey data. Output consisted of frequency distributions, means, and rank orders of respondents preferences. All analysis was descriptive and was designed to identify respondent opinions of the dissemination tasks through ratings and rankings.

Demographic variables were used to classify respondents on the basis of position, years experience in career education, and grade level of responsibility. When appropriate, these classification variables were utilized to produce two-way contingency tables, thereby allowing a comparison of responses across subgroups of the population surveyed. This analysis would identify whether or not subgroups differed in their evaluation of the dissemination tasks.

For analysis of rank order questions, means were computed for each ranked item, i.e., if the item received a ranking of one, that value was assigned; for a ranking of two, that value was assigned, etc. The item receiving the lowest mean value when all respondent rankings were combined and averaged was ranked first, since it has the lowest total value on the combined rankings from all respondents.

Questions requiring ratings rather than rankings were similarly analyzed. Mean ratings were computed and, when appropriate, the mean ratings were utilized to produce ranks of preference.

Several questions dealt with what the respondent did as a result of being exposed to or receiving material dealing with the dissemination tasks. These responses were presented as frequency distribution on two-way contingency tables. For those items where the respondents provided a rating, means were computed. These ratings were provided on the seven-point, semantic differential scale. The respondent's overall rating of each dissemination activity was also queried via the semantic differential scale which ranged from "poor" to "excellent."

Several open-end items were also asked. These responses were grouped into categories of like responses and discussed in narrative form. Open-end questions were directed at "why" respondents preferred certain dissemination activities over others and general comments about the dissemination project.

CHAPTER 3

FINDINGS

This section of the report contains the findings obtained from the evaluation of the dissemination tasks performed by the Kentucky Valley Educational Cooperative's Career Education Project for 1978-79. These dissemination tasks inlcuded:

(1) Provide visits on-site to the project by other evaluators

(2) Prepare and disseminate a project newsletter

(3) Conduct a research project on the effects of career education on academic achievement and produce a "How To" guide on correlating career education with the basics

(4) "How-To" guide on community collaboration

(5) Prepare and disseminate a "How-To" guide on involving exceptional children in the career education program

A more detailed description of each of the five dissemination tasks appears in the introductory chapter of this report and in the body of the final report itself.

Since each task had a different purpose or set objectives behind why it was performed, difficulty was encountered in comparing the relative effectiveness of each task in relation to the others. This was also the case in the 1977 and 1978 evaluations of the dissemination project. The previous evaluation data provide somewhat of a baseline, and comparison between the three year's evaluations will be made in a summary of findings. However since some of the tasks are different, as is the population, these comparisons will serve as an indication of effectiveness, with no statistical comparisons being made. Analysis will rely on inferences drawn from the opinion data gathered from the surveys.

The findings are organized into three major sections which include respondent characteristics, responses relative to the evaluation of each individual dissemination task, and an overall comparison of the five tasks.

Respondent Characteristics

Useable data were obtained from fifty-three individuals responding to the mailed questionnaire. The following tables depict the characteristics of these respondents. Subsequent tables will consider selected demographic characteristics such as grade level of responsibility, years experience in career education, and position to provide subgroup comparisons on responses.

As was the case in the two previous evaluations, the typical respondent was characterized as an elementary teacher who had been involved in career education for less than six years, with 27.8 percent responding that they were involved two years or less. However, this year 42.6 percent reported six years or more involvement, a marked increase over the previous evaluations. Also, this year's group contained a larger proportion of administrators. These respondent characteristic's data are presented in Table 1 through Table 3.

Table 1. Grade Level Taught by Respondents

Level	Number	Percent
K-6	31	57.41
7-9	6	11.11
10-12	7	12.96
No Response	10	18.52
TOTAL	54	100.00

Table 2. Respondent's Position

Position	Number	Percent
Administrator	16	29.63
Teacher	30	55.56
Counselor	4	7.41
Other	3	5.56
No Response	1	1.85
TOTAL	54	100.00

Table 3. Respondent's Length of Experience in Career Education

Experience	Number	Percent
Through Second Year	15	27.78
Third Through Fifth Year	23	42.59
Six Years Plus	15	27.78
No Response	1	1.85
TOTAL	54	100.00

Dissemination Tasks

The following sections present findings relative to responses to questionnaire items for each of the six dissemination tasks. A description of each task was previously discussed in the introduction chapter of this report. Where appropriate, the findings will be presented and discussed by subgroups of the population classified by the respondent's position, level of responsibility, and years experience in career education. These comparisons provide insight into possible subgroup differences in the perceived effectiveness of dissemination tasks.

Visitation Assessment

Educators who wished to visit the Region XII Career Education Project to observe their career education program and interact first-hand with teachers and staff were provided that opportunity through an organized open house held in the Spring of 1979. The visits were structured for dates and content. The activities associated with the visit included an orientation session in which the program was explained, a visit with the regional career education coordinator or other administrative personnel, an opportunity to interact with a teacher or other counterpart, and a question and answer wrap-up following the visitation.

The respondents were asked to rank order the above four activities in terms of which had the most to least positive impact on them. The mean ranking for each activity was calculated and, for purposes of presentation, the activities were rank ordered from highest to lowest according to how the total group of respondents reacted to the activity.

Presented in Table 4 are the mean rankings and the rank orders by position and total group for which visitation activities had the most impact on respondents. As a total, interaction with one's counterpart was again, as was the case in 1977 and 1978, considered the most effective activity of the visitation. The Orientation session was tied for second along with the visit with the district coordinator. The wrap-up session received the lowest rating. No great differences were observed across positions. However, teachers considered the visit with the project coordinator to be more effective than the orientation. Counselors on the other hand, provided the orientation session with the highest rating. The ranks were produced through forced-choice responses (one to four); therefore, lower ranks don't necessarily mean those activities were ineffective, only that they were perceived as less effective than the higher ranked tasks.

Table 4. Ranking of Effective Visitation Activities by Position of Respondent

Activity	Supervisor		Teacher		Counselor		Total	
	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank
Interact/ Counterpart	1.56	1	1.75	1	2.00	2	1.76	1
Orientation	2.30	2.5	2.64	3	1.67	1	2.47	2.5
Visit District Coordinator/ Administrator	2.30	2.5	2.43	2	3.67	4	2.47	2.5
Question/Answer Wrap-Up	3.67	4	3.25	4	2.67	3	3.31	4

The highest individual ranking was for administrators interacting with their counterpart. The second highest individual mean ranking was for counselors' perceptions of the effectiveness of the visitation activities. These data are presented in Table 5. As was the case with position, there were few differences in rankings observed among the various levels. All groups placed a high value on interaction with a counterpart, with only the 10-12 group ranking it somewhat less effective. High school teachers, possibly because of less previous involvement in career education, ranked the orientation session higher than did the other group.

Table 5. Ranking of Effective Visitation Activities by Respondent's Level of Responsibility

Activity	Mean Ranking and Rank Order by Level							
	K-6		7-9		10-12		Total	
	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank
Interact/ Teacher	1.63	1	1.60	1	2.40	2	1.73	1
Orientation	2.53	3	3.00	3	1.83	1	2.49	2.5
Visit District Coordinator/ Administrator	2.50	2	2.20	2	2.67	3	2.49	2.5
Question/Answer Wrap-Up	3.40	4	3.20	4	2.80	4	3.30	4

Years experience in career education was also considered as a variable in the analysis. These data appear in Table 6. Again, few differences were observed. As might be expected, those with the most

Table 6. Ranking of Effective Visitation Activities by Years Experience in Career Education

Activity	Mean Ranking and Rank Order by Years Experience in Career Education							
	0-2		3-5		6+		Total	
	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank
Interact/ Teacher	1.86	1	1.94	1	1.42	1	1.76	1
Orientation	2.43	2.5	2.41	2	2.58	3	2.47	2.5
Visit District Coordinator/ Administrator	2.43	2.5	2.47	3	2.50	2	2.47	2.5
Question/ Answer Wrap-up	3.00	4	3.44	4	3.50	4	3.31	4

experience in career education ranked the orientation session lower than did those with less experience. Those with five years or less experience preferred interaction with a counterpart and all groups placed less emphasis on the question/answer wrap-up.

The 1979 respondents reacted to the visit much the same way as those in each of the previous years' evaluations. The opportunity to interact with a counterpart was ranked first all three years, followed by the orientation session and the visit with the district coordinator. The visits were highly ranked in each of the three years.

Respondents were also asked what they did as a follow-up to their visit to the career education project. They were asked to check a listing which included: nothing, as yet (Nothing); modified my teaching plans based on ideas I gained (Modified Teaching Plans); wrote a report and circulated to appropriate persons (Circulated Report) and shared my experiences with other (Shared Experiences). Since more than one activity could be checked, the various combinations reported are also listed. (Table 7).

Table 7. Follow-up Activities after Visitation

Activity	Number	Percent of Total
1. Nothing	0	0.00
2. Modified Teaching Plans	6	13.33
3. Circulated Report	0	0.00
4. Shared Experiences	19	42.22
2. and 3. above	0	0.00
2. and 4. above	16	35.56
3. and 4. above	3	6.67
2., 3., and 4	1	2.22
Total Responses	45	100.00

Most respondents indicated that they had shared their experiences with others. A total of 73.6 percent of the respondents indicated sharing their experiences by either checking No. 4 or some combination that included response 4. No respondents reported that they had done nothing. Forty-three and four tenths percent of the respondents said that they had modified their teaching based on ideas they had gained. No respondents prepared a report of the visit for circulation to administrators or other professional staff. This finding would indicate that prepared materials should be made available during the visits, as these materials are more likely to later be shared with other local district staff.

Those individuals who reported that they had shared their experiences with others were asked to identify with whom they had shared. These data appear in Table 8.

Table 8. Sharing of Experiences from Visitation

Shared With:	Number	Percent
1. Administrators	0	0.00
2. Teachers	10	23.81
3. Counselors	0	0.00
1. and 2. above	12	28.57
1. and 3. above	0	0.00
2. and 3. above	0	0.00
1., 2., 3.	20	47.62
Total Responses	42	100.00

Less than 25 percent of those who shared their visitation experiences shared it with only one public. Those that did share with only one group shared with teachers (23.8 percent). No respondents shared only with a counselor or administrators, a find not unlike 1977 and 1978. However, one change from the previous evaluations was observed, that being an increase in the percentage of respondents who shared with all three publics. Most sharing remained being done with teachers, followed by administrators, then counselors.

The final question dealing with the visitation asked for their impression of the visit in terms of whether it was stimulating, helpful, appropriate for them, interesting, and their overall rating. Responses were made on a seven-point, semantic differential scale ranging from a low rating of "1" to a high rating of "7" for each descriptor variable lsited above.

Presented in Table 9 are the mean ratings of the visitation by position. All ratings were quite favorable, with only counselors providing any rating under 5.0. The highest single rating was for the interest the respondent felt for the visit (6.22 for the total group of respondents) and 6.50 for administrators as a single group. The

Table 9. Impression of the Visitation by Respondent Position
(Rating for each variable was on a scale of 1 low to 7 high)

Variable	Mean Ratings by Positions			
	Administrator	Teacher	Counselor	Total
Stimulating	5.77	5.57	4.67	5.53
Helpful	6.00	5.65	4.33	5.65
Appropriate	6.33	5.57	5.33	5.75
Interesting	6.50	6.21	5.33	6.21
Overall Rating	6.31	6.21	4.67	6.11

overall rating of the value of the visit also reached over 6.0, indicating that the respondents felt that the visit was a highly valuable experience. In 1979, the counselors as a group appeared to place less value on the visit than did the other groups. This finding contradicted the 1978 findings. Administrators placed the highest value on the visit, closely followed by teachers. Overall, the 1979 visitation received higher ratings than did those of the previous two evaluations.

Some group differences were found when considering respondent ratings classified by level taught (Table 10). The high school level respondents rated the visitation lower than the other groups. The elementary teachers (K-6) provided the highest ratings.

Table 10. Impression of the Visitation by Level of Responsibility

Descriptor Variable	Mean Rating by Level Taught			Total
	K-6	7-9	10-12	
Stimulating	5.68	5.83	4.86	5.53
Helpful	5.83	5.67	5.00	5.65
Appropriate	5.77	5.60	5.86	5.75
Interesting	6.32	6.20	5.86	6.21
Overall Rating	6.29	5.83	5.71	6.11

The less experienced teachers provided the lowest ratings on individual items (Table 11). Somewhat higher ratings were present for the group with 3-5 years of experience.

Table 11. Impression of the Visitation by Years Experience in Career Education

Descriptor Variable	Mean Rating by Respondent Years in Career Education			Total
	0-2	3-5	6+	
Stimulating	5.29	5.70	5.39	5.53
Helpful	5.15	5.85	5.58	5.65
Appropriate	5.29	5.90	5.85	5.75
Interesting	6.21	6.37	6.00	6.21
Overall Rating	6.00	6.15	6.08	6.11

It was concluded that the visitation was judged as effective by the respondents. Overall ratings of over 6.0 on the seven point scale were consistently achieved by the various respondent sub-groups. Additionally, of the classroom teachers who responded to the questionnaire, nearly 60 percent indicated that they had already modified their teaching as a result of ideas they had gained from the visit.

Newsletter Assessment

In evaluating the effectiveness of the project newsletter, three major questions were posed. Respondents were asked which portions of the newsletter they normally read, what they did with their copies of the newspetter, and what was their impression of the newsletter? Over 80 percent of the individuals who responded to the questionnaire indicated that they read the entire newsletter. (Table 12). This figure was higher than the 1977 and 1978 evaluations in which 62.2 and 72.6 percent indicated that they read the entire newsletter. Further analysis of the data revealed that the most frequently read sections were

Table 12. Extent Newsletter Normally Read by Respondents

Extent Read	Number	Percent
Entire Newsletter	21	80.77
Scan Contents	0	0.00
Specific Sections Only	5	19.23
Total Responses	26	100.00

those describing teaching practices and materials that were available. These results were consistent with the previous years' findings.

Presented in Table 13 is a description of what the respondents did with their newsletters after receiving them. The majority shared them with others or filed them after reading the sections in which they were interested (75.9 percent). Few of the respondents indicated that they disseminated any copies for others to keep or use permanently. Over

Table 13. Disposition of Newsletter After Receipt

Disposition	Number	Percent
Thrown Away	1	3.45
Filed	7	24.14
Disseminated Copies	1	3.45
Shared with Others	15	51.72
Shared, then Filed	2	6.90
Disseminated Copies and Filed	1	3.45
3. and 4. above	2	6.90
2., 3., and 4	0	0.00
Total Responses	29	100.00

50 percent of the respondents indicated that they had shared them with others. Further analysis of their responses revealed that the newsletters were most often shared with teachers (58.8 percent). This figure would be expected, since there were are more teachers than administrators or counselors. However, an additional 18 percent also shared with administrators. Sharing with counselors was negligible.

The final question dealing specifically with the newsletter was designed to ascertain the respondent's impression of the newsletter. These impression ratings were recorded on a seven-point semantic differential scale similar to that used to assess the visitation. These data, by position, are presented in Table 14. Counselors rated the newsletter somewhat higher than did the other groups. They provided the only ratings which were higher than 6.0 on the seven-point rating scale. Rated with 6.0 were counselor ratings for the quality of information, the interest level of the newsletter, and their overall rating. The counselors, however, also provided the lowest single rating, a 4.5 on the variable, stimulating. Overall, teachers provided the lowest ratings on the individual descriptor variables being rated. Ratings were generally in mid to upper 5 range.

Table 14. Impression of Newsletter by Position

Descriptor Variable	Mean Rating by Position			
	Administrator	Teacher	Counselor	Total
Attractive	5.64	5.63	5.50	5.60
Stimulating	5.36	5.44	4.50	5.27
Quality of Inf.	5.64	5.25	6.00	5.40
Interesting	5.55	5.50	6.00	5.50
Helpful	5.73	5.31	5.50	5.43
Overall Rating	5.73	5.63	6.00	5.63

Considering the newsletter ratings by level of responsibility, some group differences were apparent. These date are presented in Table 15. There was quite a gap separating the ratings of the 7-9 and the 10-12 groups, with the 10-12 group providing consistently lower ratings and the 7-9 group providing higher ratings than the 10-12 or the K-6 groups. High school teachers were least impressed with the newsletter and its contents.

No pattern was apparent when considering the respondent's experience with career education. (Table 16). Those with the most experience provided slightly higher ratings, but the differences was too slight to indicate a real difference.

Table 15. Impression of Newsletter by Level of Responsibility

	Mean Rating by Level Taught			
Variable	K-6	7-9	10-12	Total
Attractive	5.82	6.00	5.00	5.60
Stimulating	5.59	6.00	4.50	5.27
Quality of Inf.	5.47	6.25	5.00	5.40
Interesting	5.77	6.25	4.75	5.50
Helpful	5.65	6.25	4.75	5.43
Overall Rating	5.88	6.25	5.00	5.63

Overall, the newsletter received a favorable rating, mid 5's on a seven-point scale. The overall rating was the highest for the total group of respondents 5.63, followed by the attractiveness of the newsletter. 5.60, and its interest level 5.5.

Table 16. Impression of Newsletter by Years Experience in Career Education

Descriptor Variable	Mean Rating by Respondent Years in Career Education 0-2	3-5	6+	Total
Attractive	5.50	5.56	5.60	5.60
Stimulating	5.50	5.20	5.20	5.27
Quality of Inf.	5.17	5.44	5.50	5.40
Interesting	5.33	5.56	5.50	5.50
Helpful	5.17	5.40	5.50	5.43
Overall Rating	5.50	5.69	5.50	5.63

Assessment of the "How To" Guides

During the FY 1979 project year, three "How To" guides were produced and disseminated by the KVEC. These guides dealt with three major areas important to comprehensive career education. Namely, (1) involving the exceptional child in career education activities, (2) the relationship of career education to the "Basics" (academics), and (3) involving the community.

The respondents were first asked to rank the three guides from most to least effective and helpful. Then they were asked to rate the three guides on the seven-point semantic differential scale. Finally, they were asked what they had done with the guides since receiving them.

Presented in Table 17 are the mean ranks and rank orders by position concerning which guides the respondents considered to be most effective and helpful. Overall, respondents considered the guide on correlating

Table 17. Ranking of Types of "How To" Guides by Position

Type Guide	Mean Ranking and Rank Order by Position							
	Admin.		Teacher		Counselor		Total	
	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank
Correlation to Strengthen "Basics"	1.33	1	1.22	1	2.00	1.5	1.33	1
Involving Community	1.93	2	2.48	3	2.00	1.5	2.23	2
Exceptional Child	2.50	3	2.26	2	2.20	3	2.35	3

career education with the basics to be the most helpful, followed by involving the community and involving the exceptional child. Slight group differences were observed. Counselors considered this guide on involving the community to be equally as valuable as the guide on the basics, and teachers considered the guide on the exceptional child as second most important, ahead of the community collaboration guide. Teacher rankings were consistent with present educational priorities. They, more than any other group, provided number one ranking for basics, and number two rankings for involving the exceptional child. Administrators appeared least receptive to the special considerations of the exceptional child, with a mean rating of 2.50 for that guide. Counselors were rather split regarding their decision of importance, as revealed by the similar ranks achieved on each of the three guides, 2.0, 2.0, and 2.2 respectively.

When considering level of responsibility (Table 18), some additional variations in ranking occurred. The K-6 and the 10-12 groups ranked the guides identically; however, the 7-9 group considered the guide on involving the exceptional child to be as important as the guide on the basics, and considered the community collaboration guide to be least effective. This finding could reflect recent mainstreaming activities and their differential impact on teachers at different levels.

Table 18. Ranking of "How To" Guides by Level of Responsibility

Type Guide	Mean Rank and Rank Order by Level of Responsibility							
	K-6		7-9		10-12		Total	
	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank
Correlation to Strengthen	1.14	1	1.71	1.5	1.60	1	1.32	1
"Basics"	1.14	1	1.71	1.5	1.60	1	1.32	1
Involving Community	2.35	2	2.14	3	2.10	2	2.26	2
Exceptional Child	2.48	3	1.71	1.5	2.22	3	2.33	3

No variations in ranking were present across subgroups of respondents classified by years experience in career education (Table 19). However, it was interesting to note the trend in ranking the importance of the basics guide across years of experience. Nearly all the less

Table 19. Ranking of Types of "How To" Guides by Years Experience in Career Education

Type Guide	Mean Rank and Rank Order by Years Experience in Career Education							
	0-2		3-5		6+		Total	
	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank
Correlation to Strengthen "Basics"	1.14	1	1.36	1	1.46	1	1.33	1
Involving Community	2.29	2	2.23	2	2.15	2	2.23	2
Exceptional Child	2.50	3	2.24	3	2.39	3	2.35	3

experienced teachers ranked that guide number one, as revealed by the mean rank of 1.14. Fewer of the 3-5 year's experience group ranked it number one, 1.36. And, even fewer of the 6+ group, 1.46.

Overall, the guide on the basics was received the best, followed by the community collobration guide.

The respondents were then asked for their impression of the "How To" guides in relation to a series of descriptor variables (semantic differential). Their responses by position appear in Table 20.

Table 20. Impression of "How To" Guides by Respondent Position (Rating for each variable was on a scale of 1 low to 7 high)

Descriptor Variable	Mean Ratings by Position			Total
	Administrator	Teacher	Counselor	
Attractive	6.25	5.59	5.50	5.77
Interesting	6.19	5.74	5.00	5.79
Helpful	6.13	5.74	5.50	5.83
Stimulating	5.88	5.52	5.33	5.60
Quality	6.13	5.67	5.33	5.77
Overall Rating	6.00	5.58	5.50	5.70

The rating on the guides were consistently high, with administrators providing the highest ratings. Five of their six ratings were 6.0 or higher on the seven-point scale. The other groups' ratings were comparable and high. All ratings were in the upper five range. Counselors provided the lowest ratings, although their ratings were still high and in the mid to high five range.

No real group differences were observed when considering level of responsibility. (Table 21). The high school teachers (10-12) provided somewhat lower ratings, but not appreciably lower.

Table 21. Impression of "How To" Guides by Level of Responsibility

Descriptor Variable	Mean Rating by Level Taught			Total
	K-6	7-9	10-12	
Attractive	5.90	5.86	5.55	5.77
Interesting	5.90	5.71	5.73	5.79
Helpful	5.93	5.86	5.64	5.83
Stimulating	5.79	5.83	5.09	5.60
Quality	5.83	6.17	5.55	5.77
Overall Rating	5.75	5.86	5.55	5.70

Presented in Table 22 are the mean ratings on the "How To" guides by years experience in career education. The guides were rated somewhat

Table 22. Impression of "How To" Guides by Years Experience in Career Education

Descriptor Variable	Mean Rating by Years Experience in Career Education			Total
	0-2	3-5	6+	
Attractive	5.50	5.91	5.77	5.77
Interesting	5.57	5.91	5.77	5.79
Helpful	5.57	6.00	5.77	5.83
Stimulating	5.62	5.86	5.14	5.60
Quality	5.50	5.91	5.77	5.77
Overall Rating	5.43	5.91	5.69	5.70

higher by the respondents in the 3-5 year's experience group. Their highest rating was for helpful, 6.0. Most of their other ratings approached six. Teachers with less experience rated the guides as somewhat less useful.

Overall, the series of "How To" guides were rated as quite effective. The helpfulness was considered to be high (5.83), they were considered interesting (5.79), and of quality (5.77).

Respondents were then asked what they had done with the guides they received (Table 23). Over half of the persons who responded to this question indicated that they had shared their copies with other teachers during fall inservice education days. More respondents participating in this year's evaluation responded that they had thrown the guides away. Previous evaluations (1977 and 1978) revealed that less than two percent of the guides were thrown away within three months of being received.

Table 23. Disposition of "How To" Guides after Receipt

Disposition	Number	Percent
1. Thrown Away	5	20.00
2. Filed	1	4.00
3. In-Service	13	52.00
4. Shared with Others	1	4.00
5. Requested copies for dissemination	2	8.00
2. and 4. above	2	8.00
2. and 3. above	1	4.00
3. and 4. above	0	0.00
2., 3., and 4	0	0.00
Total Responses	25	100.00

Further analysis of the data revealed that of those who had shared their guides, most had shared with teachers. Some had shared with administrators, but, again, few had shared the guides with counselors.

Assessment of the Community Collaboration Project

In addition to the previously discussed assessment of the "How To" guide on community collaboration, that project objective was also evaluated through a separate section on the questionnaire, since some of the respondents also were familiar with the "Jenkins Career Day/Festival Week" activities. These findings are summarized below utilizing the seven-point, semantic differential.

When considering respondent position (Table 24), it was found that administrators provided somewhat higher ratings, all being in the high fives. Teachers and counselors rated this activity very similarly, with all ratings being in the mid five range.

Table 24. Impressions of the Community Collaboration Project Guide by Respondent Position

Descriptor Variable	Mean Rating by Respondent Position			
	Administrator	Teacher	Counselor	Total
Attractive	5.70	5.63	5.50	5.62
Interesting	5.80	5.54	5.50	5.60
Helpful	5.90	5.46	5.50	5.57
Stimulating	5.50	5.25	5.00	5.27
General Quality	5.80	5.58	5.50	5.62
Emphasis Which Respondents Felt Should be Placed on Community Collaboration				
Emphasis	5.85	5.67	5.33	5.72

When considering level taught (Table 25), pronounced differences were observed. The middle school (7-9) respondents responded with higher ratings for the community collaboration project and the "How To" guide. All ratings by that group were 6.0 or over on the seven-point scale. High school teachers provided the lowest ratings, most in the lower fives.

Table 25. Impressions of the Community Collaboration Project Guide by Level of Responsibility

Descriptor Variable	Mean Rating by Level Taught			
	K-6	7-9	10-12	Total
Attractive	5.75	6.00	5.13	5.62
Interesting	5.71	6.00	5.13	5.60
Helpful	5.58	6.25	5.25	5.57
Stimulating	5.37	6.00	4.75	5.27
General Quality	5.75	6.00	5.30	5.62

Emphasis Which Respondents Felt Should be Placed on Community Collaboration

Emphasis	5.81	5.71	5.40	5.66

No relationship was apparent between years experience in career education and respondent ratings. These data are presented in Table 26.

Overall, the community collaboration project and "How To" guide were well received by the respondents. They provided it relatively high ratings (5's and 6's) and ranked the guide second to the guide on relating career education to the basics.

Table 26. Impressions of the Community Collaboration Project Guide by Years Experience in Career Education

Descriptor Variable	Mean Rating by Years Experience in Career Education			
	0-2	3-5	6+	Total
Attractive	5.46	5.75	5.55	5.62
Interesting	5.18	5.81	5.64	5.60
Helpful	5.36	5.63	5.64	5.57
Stimulating	5.09	5.25	5.46	5.27
General Quality	5.46	5.75	5.55	5.62

Emphasis Which Respondents Felt Should be Placed on Community Collaboration

Emphasis	5.92	5.76	5.42	5.72

Assessment of the Career Education and the Basics Project

The "How To" guides section of this report contained a rating and ranking of the guide produced as a result of the "Back to the Basics through Career Education" portion of the FY 1979 KVEC Project. Provided below is a summary of the research findings generated as a result of an experiment designed to assess the relationship between student achievement and career education inservice education activities.

The "basics" achievement data were collected from participating groups of third, fifth, and tenth grade students. The teachers of the career education group of students participated in the "Back to the Basics" program, utilizing career education as the medium. The non-career education group, the control group, was selected from a similar school setting which did not participate in the career education and back to the basics project. For all three grades, the groups were selected so as to minimize initial group differences which could accompany the group sampling procedure involving intact classes. Analysis of previous year test results revealed that the two groups were essentially the same prior to treatment.

Three summary scores from the California Comprehensive Tests of Basic Skills (CTBS) were utilized to test the null hypothesis of no difference between the two groups relative to posttest achievement data. The three summary scores were: 1) the Reading Total Score, derived from subtests for vocabulary and comprehension; 2) the Language Total Score, derived from subtests for mechanics and spelling; and the Arithmetic Total Score, derived from subtests for computation, concepts, and application. CTBS scores were reported as grade equivalent scores. Means were generated for all student groups--career education and non-career education, and for males and females. The analysis of variance technique was utilized to test the hypothesis concerning the effect of the career education program on the measures of student achievement. A two-by-two (Sex by Group) analysis of variance was selected so that results could be analyzed regarding sex differences, group differences, and any interaction between sex and group. The .05 level of significance was established prior to data treatment.

The test for interaction between sex and group was non-significant, indicating that the group achievement date were independent from sex. In other words, the experience didn't affect boys any differently than it did girls. Since interaction was not present for any of the measures, the main effect variables group and sex could be analyzed separately. Summaries of this analysis appear in Tables 27 through 29.

Presented in Table 27 are the results obtained from analysis of the third grade achievement data. No significant sex differences were identified. Boys and girls achieved at similar levels. However, two significant group differences were found. The career education group of students scored significantly higher than the non-career education group on both the reading and the language sections of the CTBS. Significant differences were not present for the arithmetic section; however, the career education group achieved a somewhat higher grade equivalent score.

Table 27. Analysis of Variance for CTBE Scores of Third Grade Students (By Sex and By Group)

Variable	Sex				Group			
	Males $\overline{X}$	Females $\overline{X}$	F-Value	P	Career $\overline{X}$	Non-Career $\overline{X}$	F-Value	P
Reading	3.58	3.80	0.81	.37	3.97	3.17	7.26	.01*
Language	3.58	3.97	1.75	.19	4.01	3.25	8.55	.01*
Mathematics	3.55	3.68	0.64	.43	3.81	3.42	3.11	.08

* $p < .05$

Presented in Table 28 are findings relative to the analysis of fifth grade data. Again, two significant group differences were observed,

Table 28. Analysis of Variance for CTBS Scores of Fifth Grade Students (By Sex and By Group)

Variable	Sex				Group			
	Males X	Females $\overline{X}$	F-Value	P	Career $\overline{X}$	Non-Career $\overline{X}$	F-Value	P
Reading	5.02	5.50	1.17	.28	6.22	4.29	20.55	.01*
Language	4.96	6.08	3.96	.05*	5.82	5.47	3.21	.09
Mathematics	5.34	5.79	1.30	.26	5.98	5.15	5.27	.02*

* $P < .05$

both in favor of the career education group of students. Differences were present for the reading measure and for arithmetic. One sex difference was also observed, with girls scoring significantly higher than boys on the language section of the CTBS.

The final analysis concerned tenth grade achievement data. These findings are presented in Table 29. One significant group difference and one sex difference were observed. The group difference again favored the career education students, with this group scoring significantly higher on the language section of the CTBS. The sex difference was for the CTBS arithmetic measure. Tenth grade boys scored significantly higher than the girls on the math section of the test.

Table 29. Analysis of Variance for CTBS Scores of Tenth Grade Students (By Sex and By Group)

Variable	Sex				Group			
	Males $\bar{X}$	Females $\bar{X}$	F-Value	P	Career $\bar{X}$	Non-Career $\bar{X}$	F-Value	P
Reading	9.74	9.28	1.45	.23	9.85	9.17	2.56	.11
Language	9.48	9.77	0.19	.66	10.07	8.78	9.88	.01*
Mathematics	9.79	8.58	7.35	.01*	9.56	8.80	1.53	.22

* $P < .05$

Overall, the analysis revealed results favorable to the career education group of students. This group of students consistently scored higher than did the non-career education group. Previous research conducted on the effects of the KVEC career education project also produced results which supported the postive effect which the program has had on basic achievement; however, those results were not as pronounced as those obtained for the present analysis, in which five of nine comparisons were significantly higher for the career education groups. This greater difference might be explained due to the extensive, one-to-one involvement of these students' teachers and the KVEC career education project staff.

Overall Evaluation

In addition to answering questions directed specifically at each individual dissemination task, respondents were also asked for their overall impression of the project tasks, in relation to each other. In this manner, at least limited comparative data were collected. However, since each dissemination task had a different purpose, it was difficult to ascertain relative effectiveness.

Included in the overall evaluation section were four components: (1) a rank ordering of which dissemination activities had the most impact, (2) which combination of activities the respondents felt were best if they had to choose from among the five, (3) how much information and/or help the respondents felt wach task provided, and (4) which dissemination tasks the respondents preferred for specific purposes.

Presented in Table 30 are the mean ranks and rank orders by position for respondent opinion of which tasks were considered most effective as dissemination devices.

Overall, the respondents again ranked the visit as a high first in terms of the most beneficial dissemination task. The visit was also ranked number one in the 1977 and 1978 evaluations. The career education and the basics project and guide received the second highest rank. The community collaboration guide was ranked third, followed by the newsletter and the guide on involving the exceptional child, (5th). Again, it must be remembered that this method of ranking produces forced choices. This forces a distribution of scores, but doesn't necessarily mean that the lowest ranked activity was itself poorly received. All could be considered effective, but when forced into a distribution something has to be last for that particular list. Only one position difference was present. Teachers ranked the guide on involving exceptional children slightly higher than they did the newsletter.

Table 30. Ranking of Effective Dissemination Activities in the KVCE Project by Respondent Position

Activity/ Document	Mean Rank and Rank Order by Respondent Position							
	Administrator		Teacher		Counselor		Total	
	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank
Visit	1.47	1	1.60	1	2.00	1	1.58	1
Newsletter	3.29	4	3.86	5	3.00	2.5	3.59	4
Back to the "Basics"	2.07	2	2.04	2	3.00	2.5	2.14	2
Community Collaboration	3.15	3	3.35	3	3.25	4.5	3.26	3
Involving the Exceptional Child	4.00	5	3.52	4	3.25	4.5	3.72	5

When analyzing these data by level of responsibility, some differences emerge. The 10-12 group ranked the basics guide as number one, followed by the visit. The 7-9 group placed less emphasis on community collaboration, but more on involving the exceptional child. (Table 31).

Table 31. Ranking of Effectiveness of Dissemination Activities in KVEC by Level of Responsibility

Activity/ Document	Mean Rank and Rank Order by Level of Responsibility							
	K-6		7-9		10-12		Total	
	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank	$\overline{X}$	Rank
Visit	1.42	1	1.67	1	2.10	2	1.58	1
Newsletter	3.64	4	3.60	5	3.46	4	3.59	4
Back to the "Basics"	2.10	2	2.50	2	2.00	1	2.14	2
Community Collaboration	3.26	3	3.17	4	3.40	3	3.26	3
Involving the Exceptional Child	3.89	5	2.83	3	3.50	5	3.72	5

The newsletter was considered to be least effective by the teachers less experienced in career education. Also, they placed somewhat greater emphasis on community collaboration and involving the exceptional child. They still, however, considered the visit and the basics guide to be most effective (Table 32).

When considering the five tasks ranked through this method, the overall results were: (1) the Visit, (2) the Back to Basics Project and "How To" Guides, (3) the Community Collaboration Project and "How To" Guide, (4) the Newsletter, and (5) the "How To" Guide on Involving the Exceptional Child.

In a further effort to ascertain respondent opinion of the dissemination tasks, the respondents were asked a series of questions concerning the tasks. First, they were asked which dissemination task they would choose to cause other people to implement career education if they could only use one task. Then, they were asked which they would add if they could have a second. Finally, they were asked which one they would eliminate if they had all five, but they had to cancel one; then, which would they cancel second. This procedure provided another type of rank ordering, including which combinations they preferred.

Table 32. Ranking of Effectiveness of Dissemination Activities in the KVCE Project by Years Experience in Career Education

Activity/ Document	Mean Rank and Rank Order by Level of Responsibility							
	K-6		7-9		10-12		Total	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Visit	1.73	1	1.68	1	1.27	1	1.58	1
Newsletter	4.55	5	3.16	3	3.36	3	3.59	4
Back to the "Basics"	1.93	2	2.18	2	2.31	2	2.14	2
Community Collaboration	2.77	3	3.33	4	3.67	4	3.26	3
Involving the Exceptional Child	3.36	4	3.86	5	3.92	5	3.72	5

Presented in Table 33 is a summary of the first and second place choices of the respondents. Regardless of classification or subgrouping used, the respondents were consistent in their first choices. The visit again represented the principle choice by the respondents, followed by the "How To" guide on correlating career education and the basics. These two activities accounted for 96 percent of the first place choices.

Respondents were then asked, "If you could add a second choice, what would it be?" These responses are also summarized in Table 33. Most of the respondents who had chosen the visit first switched to career education and the basics for their second choice. The reverse was also true. Those who had chosen the basics, next choose the visit. However, by asking the questions in series, an ordering of the remaining dissemination activities began to emerge. Although not pronounced the collaboration project and guides emerged as the third choice of the respondents, followed by the exceptional child guide and the newsletter.

Table 33. Summary of Dissemination Task Preferences

Task	Preference				Cumulative Total
	1st Choice		2nd Choice		
	No.	%	No.	%	No.
Visit	34	68.0	5	11.9	39
Newsletter	0	0.0	5	11.9	5
Back to the "Basics"	14	28.0	21	50.0	35
Community Collabration	1	2.0	7	16.7	8
Involving the Exceptional Child	1	2.0	4	9.5	5
Total Responses	50	100.0	42	100.0	92

Based on cumulative total number, the visit was the most frequently chosen dissemination task. Second most frequently chosed was the project and guide on correlating career education with the basics.

It would follow that the newsletter and the exceptional child guide should be the most frequently mentioned as dissemination tasks the respondents would prefer dropped from the total list, since these activities were least often mentioned as first and second choices. The respondents were asked which task they would drop first and which they would drop second. This analysis, summarized in Table 34, revealed another method of task ranking by respondents.

Table 34. Least Preferred Dissemination Tasks

Task	Preference				Cumulative Total
	Least Preferred		Next Least Preferred		
	No.	%	No.	%	No.
Visit	2	5.6	0	0.0	2
Newsletter	9	25.0	15	51.7	24
Back to Basics	0	0.0	2	6.9	2
Community Collaboration	6	8.3	5	17.2	11
Involving the Exceptional Child	19	52.8	7	24.1	26
Total Responses	36	100.0	29	100.0	65

When asked which of the six tasks the respondent would eliminate first, the greatest number said the "How To' guide on involving the exceptional child. The newsletter, was revealed to be the second task which would be eliminated, followed by the community collaboration project and guide. However, the respondents would retain the community collaboration project as their third preferred task under this method of elimination.

Based on this procedure, of task ranking, it was concluded that the overall respondent ranking of the dissemination tasks would be as follows:

1. Visit
2. Correlation of Career Education to the Basics
3. Community Collaboration
4. Newsletter
5. Involving the Exceptional Child

The rankings of the first three activities were quite definite. However, the last two were relatively close. Involving the Exceptional Child was ranked last mainly due to number of respondents who would eliminate this task first.

The last part of the overall evaluation dealt with which tasks might be preferred for the specific purposes of teacher inservice and helping teachers with implementation. These data are presented in Table 35.

Table 35. Preferred Dissemination Tasks by Specified Purpose

Task	Purpose					
	Inservice			Implementation		
	1st Preference	2nd Preference	Cumulative Total	1st Preference	2nd Preference	Cumulative Total
Visit	17	0	17	20	2	22
Newsletter	0	3	3	2	8	10
Community Collaboration	5	3	8	3	5	8
Exceptional Child	4	3	7	1	8	9
Basics	15	11	26	15	5	20
Total Responses	41	20	61	41	28	69

The first most mentioned inservice aid was the visit to the career education project, followed by the "How To" guide on correlating career education with the basics. These were followed by the community collaboration guide and the guide on involving exceptional children. For the combined total of first and second choices, the basics guide was considered to be the best inservice device, followed by the project visit. The remaining three tasks received few votes.

When considering which of the tasks would be best to assist a teacher with implementation, a similar pattern was observed. The visit to the project received the most first place choices. When the first and second place choices were considered, the visit remained the most popular task. The basics guide was second, followed by the Newsletter, the exceptional children guide, and the community collaboration guide.

Through this type of ranking--which tasks the respondents felt were most effective to help others with career education--the following rank order emerged. The basics guide was rated slightly higher than the visit, followed by a virtual tie for third between the community collaboration and the exceptional children guides. When combining responses, the Newsletter was rated as the least effective aid to others.

The dissemination tasks were designed to provide information and stimulation (Information) and/or actual help for implementation of career education (Help). In an effort to ascertain how well these purposes were fulfilled, respondents were asked to rate each task on a five-point scale concerning the extent to which each activity provided information or was of help. These data are presented in Table 36.

Table 36. Rating of Task Effectiveness by Purpose

Task	Mean Rating by Purpose: Information	Mean Rating by Purpose: Help
Visit	4.33	4.33
Newsletter	3.68	3.58
Back to Basics	4.33	4.32
Community Collaboration	3.87	3.74
Involving the Exceptional Child	3.87	3.76

A value of 3.5 was arbitrarily set as a standard of effectiveness. This value was set prior to data analysis. All ratings met this established criterion. The newsletter received the lowest rating of 3.58 for help in implementation. The visit to the career education program and the "How To" guide on correlating career education with the basics both received the highest ratings for both help and information (4.33). Respondents perceived the dissemination tasks to be of help to others and to provide useful information. The high ratings for the basic's guide could be a display of reaction to a current educational issue, "back to the basics."

Relative Effectiveness of Dissemination Tasks

Since the tasks had different purposes, it was difficult to directly measure their effectiveness in relation to each other. For example, as was the case in previous evaluations, the respondents generally provided higher ranks for things like the "How To" guides, something they could take home and use, and lower ranks for tasks with less direct and immediate application, again, as in previous years, the newsletter. However, without a dissemination device like the newsletter, how would one communicate available materials or the open house visitation schedule? Both types of activities serve their respective purposes.

In an effort to take more variables into consideration than a single ranking of preference, multiple schema were used--including both ratings and rankings. Ranking forced a distribution from high to low. The rating would disclose whether those tasks forced lower through the ranking procedure were also rated as less effective or merely the lowest of a series of tasks all of which were rated as good.

Presented in Table 37 is a summary of the various ratings and rankings used in this study. These findings were compiled from the

Table 37. Summary of Task Ratings and Rankings

Task	Rank Order by Ranking Technique						
	Impressions Ratings		Rank Order	Effectiveness Ratings		Preferred Ranks	Assist Ranks
	$\bar{X}$	Rank		$\bar{X}$	Rank		
Visit	6.11	1	1	4.33	1	1	2
Newsletter	5.63	3	4	3.63	5	4	5
Basics	N/A	N/A	2	4.32	2	2	1
Community Collaboration	5.60	4	3	3.84	3	3	3.5
Exceptional Child	N/A	N/A	5	3.82	4	5	3.5
Total of Guides	5.70	2	N/A	N/A	N/A	N/A	N/A

previously discussed tables. First is a ranking based on the various individual impression ratings (Impression). Second is a ranking provided when the respondents were asked to rank order the five dissemination tasks in terms of effectiveness (Rank Order). The ratings of effectiveness by purpose--help or information--provide the third comparison (Effectiveness Ratings). Fourth are the ranks by which tasks the respondents would prefer if they coundn't use all six (Preferred). Fifth are the ranks by which tasks the respondents use to assist in inservice or with implementation (Assist).

For the ratings, the mean rating was also listed to provide the reader with the size of the various ratings. Ratings were on a seven-point scale for "Impression" and on a five-point scale for "Effectiveness."

When considering the various rankings and ratings, some variation in ordering occurred. However, visit to the career education project maintained the highest overall ranking, with the "Basics" guide a close second. The community collaboration project and guide as a clear third. The Newsletter and the "How To" guide on involving the exceptional child were in a virtual tie for fourth. No clear distinction emerged in the various rankings and ratings of those two dissemination tasks.

The ratings indicated that all five dissemination activities were considered effective. All total ratings were above 5.6 on the seven-point Impression scale and above 3.8 on the five-point Effectiveness scale. These ratings were slightly higher than the corresponding 1978 ratings of 5.4 and 3.5 respectively.

Open-End Comments Regarding Tasks

The questionnaire format provided respondents with an opportunity to reply to open-end questions concerning why they preferred a dissemination task. These responses provided additional insight and explanation concerning the overall rankings of the tasks.

The Visit to the program received the highest overall rating by the respondents. The following list of quotes are typical of the responses concerning why the respondents chose the Visit as the preferred dissemination task:

- "It gives a first-hand view of a program that has been successfully implemented."
- "I was impressed with the activities and events that we saw. I also would like to try some of the ideas."
- "The visit made a great impression on me and showed me how to implement the other 4 areas listed above."
- "First hand experience, seeing is believing." ". . . many people misunderstood what is involved in a career education program."
- "Since my visit, I have given Career Education a very special part in my program planning of the school year."
- "I feel that people have to see what can be done to believe it."
- "Seeing is better than reading."
- "Newsletters cannot transmit the enthusiasm that I encountered on my visit to _____________ County."
- "People are more easily involved and interested through actual hands on experiences."
- "I've never seen so much visible Career Education before."

The above list is only representative of the total number of responses provided to this questionnaire item. These were grouped as typical comments which were made. The respondents were generally impressed with the visit and the benefits they gained from it. The visit was the most preferred dissemination task in 1977, second in 1978, and was again ranked first in 1979.

The research project and "How To" guide on Correlating Career Education with the Basics was the second ranked dissemination task. This high ranking could possibly be due to the current emphasis on "Back-to-the-Basics." The following responses were typical of the reasons cited for providing this task a high rating:

- "We can always use additional help in assiting our students to achieve in the basics."
- "High priority with my staff." "Emphasis being placed on education in basics."
- "The activities provided were helpful to my teaching."
- "How to guide provides useful information to my teaching area."
- "Interdisciplinary action in the curriculum."
- "It more fully defines the purpose of career education as being true and meaningful comprehensive education."

Most comments centered on the guides help in actual teaching and the current emphasis which is being placed on the basics.

Ranked third was the community collaboration project and "How To" guide. Typical comments included:

- "We need to be more involved and involve the community."
- "Support for programs can be helpful."
- "Because children can see the work and duties in the community."
- "Parents and other community people should be able to see what their taxes are going for."

- "Helps community relations; needed."
- "Effective career education needs community participation."

Most comments implied a felt need to have community support for education and that the community members could help in the career education program.

The Newsletter and the "How To" guide on involving the exceptional child were ranked fourth and fifth by the participants. Because of their lower rankings, few comments were made. Among those for the Newsletter were:

- "Informative and relatively easy way to disseminate."
- "A sharing of ideas through the Newsletter generates ideas more quickly."
- "It's good information, stimulates thought."
- "The various good ideas that are enclosed in the Newsletter."
- "It's good and necessary to be informed as to what is going on."

The following comments were made in favor of the guide on involving the exeptional child:

- "We've been told to mainstream, we don't know how."
- "A current emphasis."
- "I am involved in teaching the gifted and more schools are trying to implement."
- "I feel they need more guidance."
- "They've been more neglected by general education."

Among the reasons why the least preferred activities might be dropped were (for the exceptional children guide):

- "Time element, help available from Special Education."
- "Exceptional children get special classes."

- "Does not apply to all classrooms like career education."
- "We have less of this type child in our classrooms."
- "Personal bias, we don't do enough for the 'regular' child."
- "They're all exceptional."

Among the reasons cited why the newsletter could be dropped if all the activities could not be continued were:

- "While it is good to help keep-up, it isn't as necessary as some other things."
- "Teachers who are really interested will do their own research."
- "On-site observation is better."
- "Because you need a visit and materials more."
- "It's good, but the others are better if you can't have them all."

If the community collaboration guide had to be dropped, the following reasons were cited:

- "This isn't as important as the others, we need to get organized internally first."
- "Our population is so rural and small."
- "Many have already been making use of the community."
- "Because we would be least involved with that as compared to classroom students."

Few people replied that the guide on basics or the visit should be dropped from the dissemination activities. Among reasons cited why the basics guide could possibly have been dropped were:

- "We've been implementing into the curriculum, which is correlating with the basics."
- "Our time is limited, we can't do everything."

Only two respondents indicated that the visit might be eliminated as a dissemination task, and neither provided a reason for their response.

One possible explanation was that the visits had outlived their usefulness; however, there are always professional staff members who have not experienced direct observation -- at least until teacher education modifies its program to include career education.

Respondents were also asked to provide general comments about their reaction to the overall KVEC Career Education Project. These comments were quite supportive of the project and reflected the respondents' appreciation for having been invited for a visit and for the receipt of materials. The following comments summarize these general respondent reactions to the program:

- "I enjoyed my trip to Hazard and hope to visit other Career Education centers such as the ones set up by the teachers in ____________ County. It really helped me. The materials are really helpful."

- "We, the career education coordinators, need to be trained. The State Department needs to send a cadre who can help our teachers or send cadres of our teachers to your project. The materials are helpful, but we need back-up from trained personnel."

- "I enjoyed visiting the ____________ School. I think it was time well spent. I was amazed at the cooperation between administrators, teachers, students, and parents. The school situation through this program is very different from our system. I feel this plan of working together is an education within itself for students."

- "Keep up the good work. We need to expand the hands-on influence all over the state."

- "The understanding I received after observing Career Education in action has certainly made me appreciate the work that has gone into this project, as well as to appreciate the personnel and the amount of work which has gone into the development of the materials and procedures."

Then, one can always expect at least one comment like the following:

- "This evaluation instrument was to long. The amount of junk crossing my desk each day makes it . . ."

CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Presented in this chapter is a summary of the evaluation efforts designed to assess the effectiveness of the dissemination tasks performed by the project "Career Education in Rural Appalachia," a project conducted through a grant from the U.S. Office of Career Education to the Kentucky Valley Educational Cooperative.

The study design called for a questionnaire to be distributed to individuals familiar with all five tasks. Only those persons who could respond to the entire project were included in the population to be studied. Two hundred four instruments were mailed to individuals who had visited the project and had received project materials. Fifty-three useable responses were obtained (26.0 percent).

The questionnaire consisted of three parts. The first was to obtain demographic data on characteristics of the respondents. The second section was an individual evaluation of each dissemination task. The final part was an overall, collective evaluation of the relative effectiveness of the various dissemination tasks.

Summary

The typical respondent was an elementary teacher who had been involved with career education for less than six years, with only 27.8 percent responding that they had been involved two years or less. However, this year's respondents included 42.6 percent who had been involved in career education for six years or more, a marked increase over previous years. Also, the percentage of administrators increased. Most respondents were female.

When asked to rank which parts of their visit to the Region XII project had the most impact on them, the respondents again indicated that it was the opportunity to interact with their counterpart. The orientation session provided by the project staff was tied for second with the visit/discussion with the district coordinator or administrator. The question/answer wrap-up, although considered valuable, was rated as less valuable than the other parts of the visit.

Few differences were apparent across respondent subgroups. Counselors placed somewhat more emphasis on the orientation session, more than interaction with counterpart. Teachers placed less emphasis on that session.

High school teachers also placed more emphasis on the orientation sessions. These variations could possibly be due to less background in career education for counselors and secondary teachers. Other research has revealed similar findings.

Most of the respondents who had visited the project shared their experience with others (73.6 percent). Also, approximately 50 percent had modified their teaching plans based on what they had seen and the materials they had seen. Of those who shared with others, the majority shared with teachers. A lesser number also shared with administrators. In this year's evaluation, more respondents shared with teachers, administrators, and counselors -- thus causing an increase in the percentage who had shared with counselors. Apparently, counselors aren't considered to be a prime group with whom to share career education materials.

The overall impression of the visit was very good. Counselors provided somewhat lower ratings than did the other groups; however, the composite, overall rating was 6.11, higher than the 1978 rating. Administrators provided the highest rating of the visit.

The second task evaluated was the project Newsletter. Most respondents reported that they read the entire newsletter (80.77 percent). Further analysis revealed that the most frequently read sections were those describing teaching practices and materials that were available. The majority of the respondents shared their newsletter with others in their school. Few copied and disseminated. This finding might indicate a need to investigate the costs involved in printing and disseminating multiple copies which, in turn, could be further disseminated by the respondents.

The overall impression of the newsletter was good; however, the newsletter was not rated as high as the visit of actual classroom materials. This finding was consistent with the previous years'. That which is used to announce and inform is not viewed as being as effective as the things which are announced. The two aspects of the project have such different purposes that they can't fairly be compared. The overall question of whether or not one wants a communicating device must first be resolved, then the method and content must be reviewed independently of other project products.

The project produced three "How To" guides during 1979. Two of these were based on special project activities, a research project directed at correlating career education with the basics, the second was a community collaboration project. The third guide was directed at involving the exceptional child in career education activities.

The guide on correlating career education with the basics was considered to be the most effective, followed by the community collaboration guide, and the guide on involving exceptional children. Only slight subgroup differences were observed. Counselors saw the guide on community collaboration as being equally important as the guide on the basics. Teachers considered the guide on involving the exceptional child as second, ahead of community collaboration. Teacher responses were more in tune with current educational emphases -- basics and exceptional children. Adminstrators appeared least receptive to the special considerations of involving exceptional children as a unique group. They did not see the separation, and provided this guide with the lowest mean ranking. Teachers also varied by level of responsibility. The 7-9 group provided equal rankings for the exceptional children guide and for the guide on the basics. This latter finding could indicate differential effects of the recent mainstreaming efforts by level taught.

The overall respondent impression of the series of guides was good. Administrators provided the highest impression ratings, followed by teachers. No differences were observed due to level taught or years experience.

Most of the respondents who had received the guides had shared their copies with other teachers, mainly during fall inservice education days. Again, as in previous years, most had shared with other teachers, some with administrators, and a very few with counselors.

Additional evaluation activities were conducted on the community collaboration and the basics projects, since these tasks included activities beyond the production of a "How To" guide.

The community collaboration project received favorable ratings from all groups, ratings in the mid-fives on the seven-point semantic differential scale. The middle school group, however, provided substantially higher ratings, all being over 6.0.

The research project and guide on correlating career education with the basics received higher overall ratings than either of the other two guides. All groups of respondents appeared to be cognizant of the need to strengthen basic education and that one of career education's major goals was to do just that.

In the project, teachers selected to participate in the experiment were provided with inservice activities related to career education and the basics. They taught through a career education philosophy and approach. A control group was also selected for comparison purposes. The findings of the experiment displayed that the career education approach resulted in higher academic achievement than the traditional approach. Similar findings had also been obtained during the 1974 and 1976 evaluations of the KVEC Career Education Project.

The evaluation summary previously discussed dealt with an evaluation of each individual task. Respondents were also asked to collectively consider the five tasks and rank order them from most to least effective. Overall, the respondents again ranked the visit first in terms of which dissemination task had been the most beneficial to them. The project and guide on career education and the basics was second, followed by the community collaboration guide. The Newsletter and the guide on involving exceptional children were fourth and fifth respectively.

These rankings were consistent with the previously discussed individual ratings. Respondents preferred to "see" first-hand and have materials they might be able to use. Also, they appeared to be responsive to the cry, "Back-to-the-Basics." Whether, in fact, this guide was superior to the other two didn't appear to be the question. Respondent comments made it clear that they recognized the necessity of being conscious of this social and educational issue. Surprising though, was their lack of acceptance of the guide on involving exceptional children. Mainstreaming is also an issue. The middle school group of teachers was the only group to provide a high rating for this guide. Possibly, this group has been under more pressure or has had more of a problem adapting to mainstreaming. Administrators didn't see special attention for exceptional children to be a necessity. Their replies indicated the need to involve all children and not single-out any particular group.

Since each task had a different purpose, it was difficult to compare them one to another. Thus, a variety of evaluation strategies were used. Previously mentioned were the individual ratings (Impressions) and the simple ranking of the five tasks from high to low (Rank Order). Three additional methods were also used.

First, respondents were asked to list a single preference from the list of five dissemination tasks. "If you could use only one of the five tasks, which would it be?" (Preferred Rank) They were further asked for combinations of two they would prefer. Additionally, they were asked which one(s) they would eliminate providing they had all, but needed to reduce the number. The previous findings were again supported through this method. The visit received the most first place choices, followed by the guide on the basics. These two activities accounted for a decisive

96 percent of all first place choices. The community collaboration guide was third, followed by the Newsletter and the guide on involving exceptional children.

A second additional evaluation method was to ascertain task ranks according to the purpose of each task (Effectiveness Ratings). It was assumed that the dissemination tasks were designed to provide either (1) information and/or (2) help for implementation. Respondents were asked to rate each of the tasks regarding these two purposes. The visit again emerged as the first choice of the respondents. The guide on career education and the basics was second, the community collaboration guide third, the guide on involving the exceptional child was fourth, and the Newsletter fifth.

Finally, respondents were asked to consider which tasks could best be used to assist teachers with implementation of career education (Assist Ranks). Through this technique, the guide on career education and the basics emerged as the first place choice. This task received more first and second place choices than any other task. Second was the visit. The guides on community collaboration and involving the exceptional child were tied for third, followed by the Newsletter.

To summarize the findings, it was concluded that respondents were favorably impressed with all aspects of the dissemination project. All tasks received high effectiveness ratings. All tasks received overall impression ratings in the high fives on the seven-point semantic differential scale, with the visit receiving a score of 6.11. When ranks were forced and when additional evaluation strategies were used, e.g., ratings of effectiveness by purpose, preferred combinations, and preferences for providing assistance, rankings of relative effectiveness emerged. Variations occurred by evaluation method; however, a composite ranking based on the sum of these various methods, resulted in the Visit to the project being considered the most effective. Second was the guide on correlating the basics with career education. The community collaboration project and guide was a clear third. The Newsletter and the "How To" guide on involving the exceptional child were in a virtual tie for fourth. No clear distinction emerged through the various rankings and ratings of these two dissemination tasks.

The above procedure forced a ranking of one to five. However, the ratings indicated that all five tasks were considered to be effective. All total ratings were above 5.6 on the seven-point Impression scale and above 3.8 on the five-point Effectiveness scale. These ratings were slightly higher than the corresponding 1978 ratings of 5.4 and 3.5 respectively.

Conclusions and Recommendations

Based on an analysis of the data collected for this evaluation report, it was concluded that all dissemination activities undertaken by the KVEC Career Education Project were considered to be effective by the respondents. The various evaluation methods forced a ranking of most to least preferred tasks. However, the analysis also revealed that even the lowest ranked tasks were, individually, provided with good ratings of effectiveness. There was, however, consistency displayed among the various ratings and rankings. The visit was a clear first choice, followed by the guide on the basics.

Based on the findings of this evaluation, the following conclusions and recommendations are presented for consideration:

1. As was concluded in the 1977 and 1978 evaluations, most project visitors were female. However, a high percentage of middle school and high school teachers are male. With the high ratings of effectiveness associated with the visit, additional effort must be made to involve more males in subsequent years' visits. Possibly a quota system of some type could be employed whereby a school would send a team representing both sexes.

2. The findings also revealed that a majority of the visitors were again from the elementary school. Comprehensive K-12 career education programs require K-12 involvement. More secondary teachers need to become involved.

   The above two conclusions and their subsequent recommendations combine to produce a recommendation that schools be encouraged to make team (cadre) visits to career education sites. Such a visit could result in cadre training and also might solve the disproportionate representation outlined in 1. and 2. above. It could be required that the team be comprised of a mix by sex and by grade level responsibility.

3. Conclusion and recommendation No. 4 in the 1978 evaluation report centered on the need to further clarify the role of the counselor in a career education program. This year's findings support its continued emphasis. Few of the respondents had shared the ideas and materials they

received with counselors. It is again recommended that the various state education agencies and professional associations renew their efforts to solidify the role of counselors in a career education program.

4. The respondents indicated that they had shared their experiences and materials with others and considered these to be effective. However, they had not arranged to make copies of anything to disseminate to other professional staff. Therefore, it is recommended that a cost analysis be made to ascertain the costs involved in making multiple copies of the Newsletter and guides available to the respondents, thus creating a multiplier effect. This might be a feasible approach since the respondents were most likely to keep "their own" copy.
5. Recommendation four is also closely related to conclusion five. Respondents indicated that they had modified their teaching plans based on information and materials they had received. Therefore, additional effort should be placed on reaching more teachers. This and previous evaluations revealed that printed materials received in association with a visit are more likely to be shared. This further supports the recommendation of making multiple copies available to individuals who actually make visits, thereby making them agents or participants in the overall dissemination effort.
6. Administrators, as a group, placed the highest value on the visit, more than any other subgroup. Therefore, efforts should be made to involve a greater number of

administrators. If "seeing is believing," more need to see the program in action, because all who did see provided extremely high ratings.

7. A majority of the respondents who received the project newsletter indicated that they read the entire newsletter, but that their preference was for the sections describing teaching practices and available materials. They also thought the newsletter should be continued as a viable tool in the total evaluation effort. Even though the newsletter was provided a lower rating (when the distribution was forced through ranking) it is recommended that the newsletter be continued as long as funds can be made available for that purpose.
8. Teacher ranking of the "How To" guides was consistent with present educational priorities. They provided number one rankings for the basics guide, and number two rankings for the guide on involving the exceptional child. It is recommended that the State Career Education Coordinator and state supervision staff consider this finding in relation to their inservice activities, thereby tying together state/national priorities into an acceptable form for teachers.
9. Administrators provided little support for a separate guide on involving exceptional children in career education. Career education is for all students. If

separate materials for exceptional children have special value, this fact needs to be conveyed to administrators.

10. Although not specifically clear from analysis of the data, it was concluded that middle school teachers felt the most pressure to provide experiences for the exceptional child, indicating possible differential effects of mandates to mainstream. This finding might well indicate a need for further research to identify the extent to which the needs of teachers vary by grade level of responsibility. The present responsibilities and past preparation programs might indeed combine to produce much different anxieties among different teachers.

11. Teachers with the least experience rated the benefits of the "How To" guides as being greater than did teachers with more experience. This finding supports other research which indicates that less experienced teachers consider concrete methods to be of more value than theory and, after several years of experience, the theory or idea behind a concept is of more value. Therefore, as a means of influencing a teacher's later theoretical position, more concrete examples of integration might be directed toward new teachers,

with efforts toward experienced teachers being at the "why it's important" level.

12. The findings from the research on the effects of career education on basic academic achievement provided additional support for the positive effects of career education. These findings need to be communicated to other educators along with previously collected evidence of positive results. Again, no negative research results were found. On all measures, the experimental (career education) group either scored the same or higher.

13. Overall, the respondents again ranked the visit to the career education program as being the most valuable dissemination activity, Therefore, it is recommended that some means be utilized to continue the availability of this experience. Possibly, state career education funds could be utilized to subsidize field sites for local visits.

14. All dissemination tasks were found to be well received, a finding consistent across all three years' evaluations. Too often, products and procedures are produced, but not adequately disseminated. It is recommended that dissemination activities for career education be continued and expanded as a viable means of assisting more schools in their implementation efforts.

APPENDIX I

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A SURVEY TO ASSESS THE EFFECTIVENESS OF THE DISSEMINATION TASKS PERFORMED BY "CAREER EDUCATION IN RURAL APPALACHIA"
OCTOBER 78-SEPTEMBER 79

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A SURVEY TO ASSESS THE EFFECTIVENESS OF THE DISSEMINATION TASKS PERFORMED BY "CAREER EDUCATION IN RURAL APPALACHIA" OCTOBER 78-SEPTEMBER 79

1. GENERAL INFORMATION

1. ______________________________
(Name)

2. ______________________________
(Name of Agency or Institution)

3. Position: (Check one)

___Principal
___Supervisor
___Superintendent
___Teacher
___Counselor
___Other ____________________
(Specify)

4. Do you also function as a District Career Education Coordinator?

___Yes
___No

5. ___Years in Education (count this year)

6. ___Years of experience/involvement in Career Education (count this year)

7. Area of primary responsibility (check one)

___Elementary (K-6);
___Middle School (7-9);
___Secondary (9-12);
___Post-Secondary

8. I have received and/or attended the following: (check all appropriate ones)

___A visit to the Career Education program
___The Career Education Newsletter
___Correlation of career education to the "Basics." ("How To" Guide provided)
___Involving the school and community through a collaborative effort (Jenkins Career Day/Festival Week - "How To" Guide provided)
___Involving the Exceptional Child ("How To" Guide provided)
___Workshops on career education

II. Visitation Assessment

1. How did you find out that visits could be scheduled to observe the Hazard Area Career Education Program?____

____

2. What was the length of your visit?

___1/2 day; ___1 day; ___1 1/2 days; ___2 days; ___Other __________________________ (specify)

3. Rank order the following visitation activities in terms of their positive impact on you (use all 4 numbers to place the activities in order from high to low)--a mark of 1 being highest impact, a 2 being next highest, then 3, then 4.

___Orientation sessions
___Visits with a district coordinator or other administrative personnel
___Interaction with a teacher or counterpart of mine
___Question and answer wrap-up following the visitation

4. After the visit, what follow-up did you make? (Check all that apply)

___Nothing, as yet
___I have modified my teaching plans based on ideas I gained
___I wrote a report on my visit and circulated to appropriate persons
___I shared my experiences with others, including: (Check all that apply)
  ___Administrators
  ___Teachers
  ___Counselors
  ___Others (specify)____

5. What was your overall impression of the visit? Please rate on each of the following. (circle one)

a. Stimulated action on my part:

Unstimulating						Stimulating
1	2	3	4	5	6	7

b. Use value:

Not helpful						Very helpful
1	2	3	4	5	6	7

c. Appropriateness of the information to your responsibility:

Inappropriate						Appropriate
1	2	3	4	5	6	7

d. Interest- I found the visit:

Uninteresting						Interesting
1	2	3	4	5	6	7

6. Overall, I rate the value of the visit as:

Poor						Excellent
1	2	3	4	5	6	7

III. Newsletter Assessment

1. How many issues of the newsletter did you read? _____

2. Which portions of the newsletters did you normally read? (Check all that apply)
   ___I usually read the entire newsletter thoroughly
   ___I normally read only certain items, specifically: (✓)
      ___Feature story on front page
      ___Items describing teaching practices
      ___Items describing materials that are available
      ___Items describing meetings or conferences
   ___I normally do not read the newsletter, although I quickly scan the contents

3. Which items of the newsletter generally helped you most?______________________________

4. What have you done with your copies of the newsletters?
   ___I have thrown them away
   ___I filed them for total school use
   ___I shared or circulated them to:
      ___Administrators
      ___Teachers
      ___Counselors
      ___Others (specify)____
   ___I made copies and disseminated them in our school

5. What was your overall impression of the newsletter? Please rate on each of the following:

   a. Design and format:

Unattractive						Attractive
1	2	3	4	5	6	7

   b. Stimulated action on my part:

Unstimulating						Stimulating
1	2	3	4	5	6	7

   c. Quality of information presented:

Low quality						High Quality
1	2	3	4	5	6	7

   d. Content was generally:

Uninteresting						Interesting
1	2	3	4	5	6	7

   e. Use value of the newsletter:

Not helpful						Very Helpful
1	2	3	4	5	6	7

6. My overall rating of the newsletters is:

Poor						Excellent
1	2	3	4	5	6	7

IV. Assessment of the "How To" Guides

1. Rank order following types of guides in terms of which you feel are most to least effective and helpful. A one (1) is for most helpful, a 2 next, then 3.

   ___ How to involve the exceptional child in career education activities
   ___ How to correlate career education to strengthen the "Basics"
   ___ How to involve the community through collaboration

2. What is your overall rating of the three "How To" Guides in relation to each of the following:

   a. Design and format:

Unattractive						Attractive
1	2	3	4	5	6	7

   b. Content was generally:

Uninteresting						Interesting
1	2	3	4	5	6	7

   c. Use value of the guides:

Not helpful						Very helpful
1	2	3	4	5	6	7

   d. Extent to which the guides stimulated action on my part:

Unstimulating						Stimulating
1	2	3	4	5	6	7

   e. The quality of the guides was generally:

Low quality						High quality
1	2	3	4	5	6	7

3. What have you done with your copies of the "How To" Guides? (Check all that apply)

   ___ I have thrown them away
   ___ I have filed them for total school use
   ___ We used them for inservice education
   ___ I shared or circulated them to
      ___ Administrators
      ___ Teachers
      ___ Counselors
      ___ Others (specify) ______________________________
   ___ I have requested more copies be obtained to disseminate in our school

4. Overall, I give the "How To" Guides the following rating:

Poor						Excellent
1	2	3	4	5	6	7

V. Assessment of the Community Collaboration Project

1. Did you obtain information of the Collaboration Project (Jenkins Career Day/ Festival Week) during your visit to the Hazard Education Project? (other than the "How To" Guide you have received)

___ Yes
___ No

2. How much emphasis do you feel should be placed on community collaboration:

Little						Much
1	2	3	4	5	6	7

3. Regardless of the way you rated the three guides together in Section IV, rate the collaboration guide independently on the following:

a. Design and format:

Unattractive						Attractive
1	2	3	4	5	6	7

b. Content was generally:

Uninteresting						Interesting
1	2	3	4	5	6	7

c. Use value of the guides:

Not helpful						Very helpful
1	2	3	4	5	6	7

d. Extent to which the guides stimulated action on my part:

Unstimulating						Stimulating
1	2	3	4	5	6	7

e. The quality of the guides was generally:

Low quality						High quality
1	2	3	4	5	6	7

VI. Overall Evaluation

1. There were five (5) dissemination activities in the Kentucky Valley Career Education Project. Considering the overall impact or potential impact on our school, rank order the activities as to your impression of their effectiveness as a dissemination device. A rank of (1) means most impact, (2) next, etc. to (5) being the least effective. (If you can't rank one or more, (X) it and rank the remaining ones.)

   ___ The Visit to the Career Education project
   ___ The Career Education Newsletter
   ___ Correlation of career education to the "Basics." ("How To" Guide provided)
   ___ Community collaboration ("How To" Guide provided)
   ___ Involving the Exceptional Child ("How To" Guide provided)

2. The following questions ask for combinations of the five activities you like, plus your reasons. Therefore, your answers to these questions can be independent from your responses to 1. above.

   a. If you could only use one of the five documents or activities listed in question one above to cause other people to implement Career Education, which would it be?________________________________

   ____

   Why?____

   ____

   b. If you could add a second, what would it be? ____________________

   ____

   Why?____

   ____

   c. Having all five and you had to cancel one of the five documents or activities from your plans, which would you cancel first? ____________

   ____

   Why?____

   ____

   d. If you had to cut a second activity, which would be next to go?__________

   ____

   Why?____

   ____

3. Our dissemination activities can be classified according to the following purposes:

   a. Information giving and stimulation (Information)
   b. Actual help for implementation (Help)

   Please rate each of the following five activities in terms of how well, in your opinion, it fulfilled each purpose. Circle two (2) responses for each activity, one for each category. Mark NA if you feel that the activity is not appropriate for the purpose. 1 = Low to 5 = High.

		Low ____ High	Low ____ High
	Activity/Document	(a) Information	(b) Help
	Visit	NA - 1 - 2 - 3 - 4 - 5	NA 1 - 2 - 3 - 4 - 5
	Newsletter	NA - 1 - 2 - 3 - 4 - 5	NA 1 - 2 - 3 - 4 - 5
"How To" Guides Provided	Community Collaboration	NA - 1 - 2 - 3 - 4 - 5	NA 1 - 2 - 3 - 4 - 5
	Involving the Exceptional Child	NA - 1 - 2 - 3 - 4 - 5	NA 1 - 2 - 3 - 4 - 5
	Back to the "Basics"	NA - 1 - 2 - 3 - 4 - 5	NA 1 - 2 - 3 - 4 - 5

4. Please respond to the following questions by listing one or more of the above dissemination activities as appropriate.

   a. If you wanted to hold a workshop or in-service meeting, which of the five activities or documents might you use for help? (You can list more than one)

   ____

   ____

   b. To help a classroom teacher implement Career Education, which of the five activities or documents might you use for help? (You can list more than one)

   ____

   ____

   c. Have you written or phoned project personnel to get more information about their activities? ___Yes ___No. If yes, which activity(s) prompted your call? ____

   ____

   d. Have you invited persons from the KVEC-C.E. Project to your school to share their efforts with you? ___Yes ___No. If yes, which activity(s) or documents prompted your invitation? ____

   ____

General Comments:

Thank you for your cooperation. This has been a long, but important questionnaire. Your help is sincerely appreciated.